

KOMMENTIERTE ANKÜNDIGUNGEN ANGLISTIK

Anglistisches Seminar
winter semester 2020/2021



Ruprecht-Karls-Universität Heidelberg
Anglistisches Seminar
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1 Introduction

This Course Catalog contains information about lectures, seminars, language courses etc. offered at the English Department, Ruprecht-Karls-Universität Heidelberg, Germany, in the winter term 2020/2021, including registration procedures and the preparation that is expected of students before the beginning of the term.

Please note that the information on lectures on **LSF** may be dated. The most recent information regarding courses at the English Department can always be found on our **homepage** and under **"Aktuelles"**.

General Information

You can find contact details for all your lecturers under **"Personen"** on the department's website. Answers to most general questions can be found in the **Studienführer**, which should be your first stop. For newly enrolled students, we have gathered all the basic information for your initial orientation on a **separate page**.

Please read our guidelines for email communication at the English Department below, before you contact your lecturers or advisors.

Key Dates and Deadlines

Lecture Period	Nov 3, 2020—Feb. 27, 2021
Freshers' Day (BA and MA students)	October 28, 2020, online. See "Aktuelles" for details.
Information meeting for students of the new M.Ed.	Nov 2, 11:00-12.30, online. See "Aktuelles" for details.
HSE compact introductory days for new students in the Master of Education (M.Ed.)	tba.
Information meeting for new students in the English Studies MA program	October 28, 1100-12.30, online see "Aktuelles" for more details
Holidays	Dec 21—Jan 9
Obligatory online registration period: all courses with online registration	August 3—August 13, 2020
Schedule adjustment period for Proseminar I & II	August 24—September 10, 2020
Schedule adjustment period for all other courses with online registration	August 24—October 29, 2020
Obligatory online registration period for newly enrolled and repeat students	October 12—October 29, 2020
Schedule adjustment period for Pronunciation Practice and "Tense and Aspect"	November 3—November 6, 2020

Registration

There are two different ways to register for courses:

1. In person (via e-mail or during office hours)
2. Online ("Kurswahl")

Personal Registration

In-person registration is common for Proseminare III, Hauptseminare and Oberseminare, Kolloquien and all other courses that prescribe in-person registration in their descriptions. As soon as the Course Catalog is published, you can register either during professors' office hours (which are published on the department's homepage) or via email. The preferred method of registration will be indicated in the individual course descriptions, which you can find in the following pages.

Note: all PS I Sprachwissenschaft courses and courses that take place only if it is possible to go into classrooms in November need in-person registration this winter semester.

Online Registration ("Kurswahl")

You must register online (via [SignUp](#)) for all language courses, tutorials for introductory lectures, Proseminar I & II, and didactics courses during the registration period (see above for key dates and deadlines and exceptions). In order to keep the number of participants even across courses, you are required to indicate alternatives to your favourite courses. The department is aware that it can be challenging to juggle alternatives in your schedule, but experience has shown that courses with consistently low and even numbers of participants are well worth the trouble.

On the day after registration ends, your online account will show the courses you were assigned.

The obligatory registration period for courses with online registration takes place towards the end of the preceding lecture period. This generally means the first week of February for classes in the following summer, and late July/early August for classes in the next winter term. The early timing of this helps students plan their schedules and avoid conflicts between classes across different subjects. After the initial course assignment, students can cancel their registration to a course and/or switch to a different course during the schedule adjustment period. **Please note:** The schedule adjustment period for Proseminare is shorter than that for other courses to allow for the time required for you to complete the preparatory reading.

Students who enrol after the initial registration period has ended choose their courses during a later period (October 12—October 29). The same registration period applies for repeat classes for students who have failed a course.

Online registration process:

Every student at the English Department automatically gets a *SignUp*-account approximately two weeks after enrolment. To [log in](#), use your UniID and password. Please make sure that you are using an up-to-date browser (Firefox is recommended) on a laptop or desktop computer.

After logging in, click on "Kurswahl," and pick a course type (e.g. "Proseminar I Literaturwissenschaft," "Tutorium Einführung Sprachwissenschaft" etc.). A list of all the courses of this type should appear. Drag the course you want to attend from the left column to the top of the right column. Drag your second choice to the slot below and continue until all slots in the right column are full. When the green message appears, your choices have been automatically saved. If you are new to the process, it might be a good idea to click "Hilfe" ("Help") and watch the video that demonstrates what you are supposed to do.

Please note that you can only register for four different course types that have a limited number of participants (plus as many lectures as you want). You can change your choice of courses at any time

during the registration period. It makes no difference when you make your choice, as long as you do so before the deadline.

If you have trouble logging in or indicating your course selections, please see Dr. Jakubzik during his office hours (see “**Personen**” on the department’s website), or click on “Kontakt” on the login page and send an e-mail with a description of your problem.

During the schedule adjustment periods you can swap your place in one course for a place in a different course, provided this second course has spaces available. You can also cancel your registration for courses you were assigned but cannot attend. Please note that you cannot register for additional courses during the adjustment periods.

Notes on corona-related issues

The classes listed in this edition of the course catalog will be taught in accordance with ongoing restrictions in the interest of public health. Please note that participation in online classes necessitates a laptop or desktop computer as well as an internet connection. If this puts you at a disadvantage regarding your ability to continue your studies, please contact Dr. Jakubzik for advice on your options.

Symbols:

 = course takes place only if it can be taught face to face.

 = course takes place only if face to face teaching is not possible.

Email Communication at the English Department

Email is a very useful and quick means of communication. However, lecturers at the English Department receive a great number of emails every day. To avoid frustration for both sender and recipient, we suggest some rules and guidelines for our students to follow.

1. Before writing an email, make sure you consult publicly accessible information relating to your query. In particular, we expect you to have consulted the websites of the University and the English Department, including “**Aktuelles**”, “**Personen**” and the **Studienführer**. If your query is related to matters of Studienberatung and the sources mentioned above did not provide the required information, please send an email to studium@as.uni-heidelberg.de first.
2. Send your question to only one advisor at a time. Do not email two or more people simultaneously; all this does is multiply the workload.
3. Try to avoid unnecessary mail whenever possible, for example asking whether a lecturer is available during office hours, when these take place, or what room that lecturer’s office is in. Some lecturers want you to sign up for their office hours via email or SignUp, others don’t—check “**Personen**” for individual preferences.
4. If you’ve missed a class and would like to know what you’ve missed, ask one of your fellow students before contacting your instructor. Do not ask your instructor to email you course materials: these should be picked up during office hours.
5. Make proper use of the subject line by stating clearly the reason for your email. Do not use subjects like “I have a question. . .,” “urgent request—immediate response needed” or “Are you responsible for x.”
6. Try to be clear and concise. If your question is very elaborate or multifaceted, it makes more sense to meet up with the lecturer/advisor personally during their office hours.
7. Only ask for appointments outside office hours in cases of emergency.
8. General rules of politeness apply:

- Use an appropriate form of address. In English, you usually can't go wrong with "Dear Prof./Dr./Ms./Mr.," In German, use "Sehr geehrte/r . . ." for more formal communication or if you are unsure, and "Liebe/r . . ." otherwise.
 - When you are sending an attachment (e.g. to submit homework or a term paper), include at least a short message in the body text—don't send an empty email. A brief note such as "Please find attached . . ." is sufficient and much more polite than nothing at all.
 - Don't expect constant availability or immediate responses. Different people work on different schedules, but you generally cannot assume that lecturers will check their inbox in the evening or on weekends. Plan accordingly and send your email ahead of time, especially for time-sensitive issues (e.g. for questions regarding presentations or when requesting a reference letter).
9. For reasons of data privacy it is preferable for you to use your University email address (ending in @stud.uni-heidelberg.de). In contrast to allegedly "free" services like gmx, gmail, or t-online, your conversations will not be used for commercial profiling this way.

Übergreifende Kompetenzen & Fachdidaktik

Übergreifende Kompetenzen/Fachdidaktik in the BA

All BA students need to accumulate credit points in *Übergreifende Kompetenzen (ÜK)*. Please see the document on *Übergreifende Kompetenzen* in the [download-section on the English department's website](#) for more detailed information.

If you are not planning to apply for the Master of Education study programme, credit points for university courses that are unrelated to either of your BA subjects will usually be recognized as *ÜK*. Students intending to pursue an M.Ed. need to accumulate the *Übergreifende Kompetenzen* credits specified under *Lehramtsoption*. Sixteen of these points are earned at the *Institut für Bildungswissenschaft*. The remaining four points are allocated to *Fachdidaktik* (two in each BA subject).

Freshers' Day (orientation for new students)

This day-long orientation program (October 28, 2020, 10 am to 6 pm) organized by members of staff and the student council of the English department is designed to help new students get their academic career in English Studies off to a good start. In small group sessions led by advanced students, new students have the opportunity to benefit from expert advice on every aspect of life in the department, from putting together a manageable schedule to finding their way around the building. Faculty and staff cover the programs of study, advising system, study abroad opportunities and services available in the department, and the student council and representatives of different clubs introduce themselves as well. The day concludes with a pizza party where students, staff and faculty can mingle and get to know each other. All new students are strongly urged to attend this event.

Freshers' Day traditionally takes place on the Wednesday before classes begin. The schedule is posted on [Aktuelles](#) on our homepage soon after the results of the entrance examination have been announced.

If the restrictions due to the current pandemic do not allow for an actual meeting, virtual groups will be organized.

Orientation for new Master of Education students

Nov 2, 11:00-12.30, online: Orientation for new Master of Education students, organized by the department of English Studies

This orientation is designed to help new students organize the part of their program that involves the English department. Both “Fachstudienberater” will be virtually present and ready for your questions.

Please check [our homepage](#) for changes and current information.

2 Vorlesungen

Vorlesung historische Sprachwissenschaft

Online Dictionaries and Corpora in English Historical Linguistics

Dr. Landmann: Wed, 9.15-10.45, 110

Online dictionaries and corpora have advanced to become an important medium of linguistic research. In this lecture, an overview will be given of the wide range of electronic dictionaries and corpora which serve as indispensable tools in English historical linguistics, such as the *Oxford English Dictionary Online*, the *Historical Thesaurus of the Oxford English Dictionary*, *Early English Books Online*, or the *Corpus of Historical American English*. Students will explore how these sources can be fruitfully used for many types of investigation to gain insights into linguistic phenomena at the lexical, semantic, syntactic, phonological or pragmatic-contextual level. All participants will have the opportunity to perform small research tasks within this lecture.

Texts: Brewer, Charlotte. 2007. *Treasure-house of the Language. The Living OED*. New Haven, Conn. (et al.): Yale University Press.

Lindquist, Hans. 2019. *Corpus Linguistics and the Description of English*. Edinburgh: Edinburgh University Press.

Vorlesung moderne Sprachwissenschaft

English Studies in Interactional Linguistics

Dr. habil. Reber: Mon, 18.15-19.45, online

Interactional Linguistics is a research programme which examines naturally occurring talk-in-interaction, drawing on the linguistic tools of description, the sociological methodology of Conversation Analysis, and the anthropological framework of Contextualization Theory. This lecture course will provide an introduction to the methodology of Interactional Linguistics, including data collection and transcription, as well as an outline of the main findings with respect to prosodic, syntactic and lexicosemantic structures deployed in social interaction. We will examine audio and video recordings of English interaction, studying what linguistic structures are deployed to serve particular communicative functions and what functions are fulfilled through the use of specific linguistic resources. We will wrap up the lecture course with a discussion of what these findings mean for a theory of Spoken Language. Please send an email for registration (starting from 1 Sept.), indicating the course title and your study program. An email-address will be provided on "Aktuelles" as soon as possible. Texts: Couper-Kuhlen, Elizabeth and Margret Selting. 2018. *Interactional Linguistics: Studying language in social interaction*. Cambridge: Cambridge University Press. Further texts will be made available on Moodle.

Vorlesungen Literaturwissenschaft

The Literature of the American Renaissance

Prof. Dr. Schloss: Tue, 14.15-15.45, 108

In 1941, Harvard Professor F.O. Matthiessen published a study entitled *American Renaissance: Art and Expression in the Age of Emerson and Whitman* that is regarded by many critics as the founding book of American literary studies. Matthiessen identified the second third of the nineteenth century as the age in which American literature experienced its first 'flowering;' henceforth this period came to be considered American literature's classical age. Matthiessen also assembled a list of writers—Emerson, Thoreau, Hawthorne, Melville, and Whitman—who came to be looked upon as the core authors of the American literary canon.

In this lecture course, we will study selected works by the writers included in Matthiessen's canon and explore their literary, social, and ethical philosophies. In addition, we will consider works by authors of the period excluded from his list, namely those written by women and African Americans. In studying the literature of the American Renaissance, we will try to understand the processes by which a particular brand of individualism, namely non-conformism and anti-establishment thinking, came to be considered to make up the core of American democratic culture and hopefully find an explanation for why this ethos has remained attractive ever since. In looking at the critical debates that have surrounded the Matthiessen's American Renaissance canon, however, we will also learn how contested this ethos has become in the latter decades of the twentieth century and thus also get a sense of its limitations. The following works will be discussed in detail: "The American Scholar," "Self-Reliance," "Experience," and "The Poet" by Ralph Waldo Emerson; *Walden* (in particular the "Economy" chapter) and "Civil Disobedience" by Henry David Thoreau; "The Fall of the House of Usher" and "The Philosophy of Composition" by Edgar Allan Poe; *The Scarlet Letter* by Nathaniel Hawthorne; "Bartleby the Scrivener," "Benito Cereno," by Herman Melville; *Uncle Tom's Cabin* by Harriet Beecher Stowe; *Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself*; Harriet Jacobs, *Incidents in the Life of a Slave Girl*; and Alexis de Tocqueville's *Democracy in America*.

Texts: Most of the readings can be found in Vol. B. of Robert S. Levine (ed.), *The Norton Anthology of American Literature: American Literature 1820-1865*, ninth ed. (New York: W.W. Norton, 2017). [Older editions of the *NA* can be used, too.] Additional texts will be made available on Moodle.

Lecture Series: Separation, Isolation and Community in Literature

Elstermann: Mon, 18.15-19.45, HS tba.

Literature is simultaneously isolating and communal. Books can be read in solitude, but the act of reading itself establishes a (simulated) community between implied author and reader—not to mention that texts can be and often are discussed in groups. And though a play can be read in silence, theatre is generally a shared experience between members of the audience and the actors on stage. In terms of content, literature likewise offers a glimpse into the lives of solitary individuals as well as the social structures of closely knit communities, and reveals how communities themselves can isolate. Whether a consequence of sickness, rejection of social norms, ill fate, or political oppression, separation and isolation have a long history as literary themes. Throughout the semester, we will explore texts from different centuries and from both sides of the Atlantic to find out what they suggest about the perils and merits of community and isolation alike.

As always, this will be a joint venture featuring different members of the English Department in individual sessions. This means that you will benefit not only from expertise in different subsections of literary history, but also from different voices and points of view every week. Whether we end up sitting in the same physical space of a lecture hall or following each talk online from our respective domestic isolation, we hope that this lecture series will, as it usually does, contribute to a sense of academic community throughout the department.

If in-person lectures are not yet possible by the start of term, please keep an eye on the department's website and "Aktuelles" for the schedule as well as information on how to access the contents of this lecture.

If you wish to obtain credit points for this lecture, you will be asked to submit a response paper. Administrative details will be explained in due course.

Vorlesung Kulturwissenschaft

Overview of Key Concepts of the Study of Culture

Prof. Dr. Nünning, Priv.-Doz. Dr. Peterfy: Mon, 11.00-13.00

This course is designed as an introduction to central themes and methods of cultural analysis on the basis of current and historical theories of culture. We will introduce several key terms which you can use in order to understand, analyse and interpret different cultures—aspects that will be covered include the relation between culture and identity, emotions, values, performance, visual culture, material culture, and others. We will also provide examples taken from British or American culture in order to illustrate how one can use these key concepts. Thus, you will also learn something about some key periods of British and American cultural history.

Text: Vera Nünning, Margit Peterfy, Philip Löffler. *Key Concepts for the Study of Culture*. Trier: WVT 2020.

History of Christianity in America, 1900 to the Present

Prof. Dr. Stievermann: Tue 11:00-13:00; Wed 11:00-13:00, HS tba.

This lecture course offers a survey of the history of Christianity in North America from the beginning of the 20th century to the present. Always with an eye on the wider cultural context, the course will trace the dramatic changes in America's religious landscape during this period, and examine central events, issues, and conflicts such as the fundamentalist-modernist controversy, religious responses to two world wars, the rise of neo-evangelicalism, or the role of religion in the civil right struggles and the so-called culture wars. While special attention will be given to the transformations of America's Christian churches, we will also discuss the increasing religious pluralization of the US and look at the development of non-Christian immigrant faiths and the emergence of new religious movements and individualistic spiritualities. As we trace the evolution of churches, traditions, beliefs, practices and communities during the "American century," students will be familiarized with important primary sources and key-concepts for this period of American religious history. After the lecture class on Wednesday (11-12) we will discuss one central primary document relevant to each week's topic. This additional "Quellenübung" is highly recommended but optional. Recommended Reading: Edwin Gaustad and Leigh Schmidt. *The Religious History of America* (Harper, 2002) Sidney E. Ahlstrom. *A Religious History of the American People* (Yale UP, 1972)

3 Einführungsveranstaltungen

Phonetik

Introduction to Phonetics and English Phonology

Priv.-Doz. Dr. Mollin: Mon, 9.15-10.45, online

In this introductory lecture, we will be dealing with (English) speech sounds from both a theoretical and an applied perspective. After a general introduction to the fields of phonetics and phonology, the sound system of the English language will be considered in detail. We will focus on the British and American standard accents, but will also look at further accents of English whenever appropriate. Throughout, special attention will be paid to potential pronunciation difficulties of German-speaking learners of English. In addition, the lecture will also be concerned with the accurate transcription of English texts.

N.B.: Students also need to take the course “British/American English Phonetics (Pronunciation Practice)”, either British or American English, preferably in the same semester as the lecture. While no registration is needed for the lecture, you need to sign up online for “British/American English Phonetics”.

Texts: For both the lecture and the course “British/American English Phonetics (Pronunciation Practice)”, one of the following books should be obtained:

- Sauer, Walter. 2013. *A Drillbook of English Phonetics*. Heidelberg: Winter. [for British English]
- Sauer, Walter. 2011. *American English Pronunciation: A Drillbook*. Heidelberg: Winter. [for American English]

Also recommended for the lecture: Collins, Beverley, and Inger M. Mees. 2013. *Practical Phonetics and Phonology*. London/New York: Routledge.

Einführung Sprachwissenschaft

Introduction to English Linguistics

Prof. Dr. Kleinke: Wed, 11.15-12.45, HS tba.

The aim of this lecture course is to introduce students to the main ideas and concepts in English linguistics. We will start off by considering what language and linguistics are, look at key concepts in semiotics, phonetics and phonology, morphology, syntax, semantics, pragmatics and sociolinguistics.

There will be an accompanying tutorial taught by advanced students where the basic tools and techniques linguists require for their trade are presented, and the main issues treated in the lecture will be repeated and applied in practical exercises.

Die Teilnahme an den Begleittutorien ist nicht unbedingt erforderlich. Sie wird allerdings dringend empfohlen. Sie können sich vor Semesterbeginn online über Signup, später (etwa im Anschluss an die erste Vorlesung) auch noch persönlich bei den TutorInnen anmelden. Die Termine der Tutorien standen bei Redaktionsschluss dieses Dokuments noch nicht fest. Bitte informieren Sie sich rechtzeitig auf den Internetseiten des Instituts.

Einführung Literaturwissenschaft

Introduction to Literary Studies

Prof. Dr. Nünning: Tue, 11.15-12.45, online

This course will introduce the main concepts and categories that you can use in order to interpret literary texts. We will begin with the question of "What is literature?" and continue with the introduction of the main critical tools relevant to the analysis and interpretation of poetry, drama and prose fiction. In addition, you will learn some basics about different approaches to the study of literature and literary history. This class will conclude with a written exam.

We will try to offer tutorials in which you will be able to discuss what you have learned with others under the guidance of more experienced students, who will also show you around the important libraries and acquaint you with basic research tools.

If we can offer these tutorials, registration will be online before the start of the semester—the times will be posted on the department's homepage: [http://www.as.uni-heidelberg.de/aktuelles.php%5D\(http://www.as.uni-heidelberg.de/aktuelles.php](http://www.as.uni-heidelberg.de/aktuelles.php%5D(http://www.as.uni-heidelberg.de/aktuelles.php).

Texts: The basic text for this course is Vera and Ansgar Nünning's *An Introduction to the Study of English and American Literature* (Klett), which provides basic categories for the interpretation of literary texts. In order to demonstrate how one can apply these categories in order to arrive at a better understanding of literary works, we will interpret a few poems, Oscar Wilde's play *An Ideal Husband* (1895) and Nick Hornby's novel *Juliet, Naked* (2009).

4 Proseminare

Proseminar I Sprachwissenschaft

Morphology

Dr. habil. Reber: Tue, 11.15-12.45, online

In this course, we will study how words can be broken down into smaller meaningful parts and how new words can be formed and created. Following a discussion of what a word is, we will first be concerned with the inflectional morphology of Modern English, and related questions of allomorphy and morphonology. A second focus will be on word-formation in English, where we will explore the major word-formation processes, i.e., compounding (e.g., teapot), affixation (e.g., unhappy, writer), and conversion (e.g., to bridge), and minor word-formation processes, including clipping (e.g., phone), back-formation (e.g. to sight-see), blending (e.g., motel), abbreviation (e.g., USA), and reduplication (e.g., ping-pong). Doing hands-on exercises and examining linguistic corpora, we will further discuss some of the methodological and theoretical implications of morphological study as part of the coursework. Please send an email for registration (starting from 1 Sept.), indicating the course title and your study program. An email-address will be provided on "Aktuelles" as soon as possible. Spots will be allocated on a first-come, first-served basis. Texts: The weekly reading will be made available on Moodle.

Sociolinguistics—Approaches and Assumptions

Bredvik: Tue, 11.00-13.00, 113; **Please register by email. (This course is not available through SignUp).**

Sociolinguistics is fundamentally the scientific study of the relationship between language and society; it uses empirical research to focus on how human beings use language in real life situations. Sociolinguistics investigates how we speak differently in various social contexts, and how we use specific aspects of language to convey and create social meaning. The ways in which language reflects and shapes society is very complex and affects a wide range of encounters—from international institutional conversations in the European Union to very narrow interpersonal conversations between friends.

This seminar will investigate some of the fundamental aspects and components of sociolinguistics—multilingualism, language attitudes and ideologies, gender and ethnicity, language variation and dialects, the interaction between language and cognition, language and identity, and methods of sociolinguistic research. We will also explore how sociolinguistics has begun focusing on more broadly based social and political issues, and how the results of research can be applied in social, educational, and political arenas.

Texts: Bell, Allan. *The Guidebook to Sociolinguistics*. Malden, MA: Wiley Blackwell, 2014.

Mesthrie, Rajend, ed. *The Cambridge Handbook of Sociolinguistics*. Cambridge: Cambridge University Press, 2011

Language Acquisition

Michael Pleyer: Mon, 11.15-12.45, 116; **Please register by email. (This course is not available through SignUp).**

'Allgone sock,' 'allgone sticky,' 'there book,' 'where ball.' These are examples of some of the earliest word combinations children use when acquiring English. Only a few years after this, children produce much more complex utterances, such as 'My mom says I have to go now,' when wanting to leave a boring experiment. They also know that the plural form of a word they have never heard before, such as 'wug,' should be 'wugs.' However, even these complex utterances still contain 'mistakes,' such as 'If I'm talking about myself only, I'm a children. But if I'm talking about me and Edward, we are childs because we are two.' Examples like these are very informative because they tell us something about the linguistic knowledge that children acquire over the time span of only a few years.

In this course we will take a closer look at how children acquire this linguistic knowledge and at what kind of knowledge they acquire. Specifically, we will look at how children learn to produce their first sounds (phonetics and phonology), and how they learn the meaning of words (semantics). We will then turn towards the question of how they form more complex words (morphology), how they acquire the capacity to combine words into complex utterances (syntax), and also how they learn to use language appropriately to communicate their intentions (pragmatics). We will discuss different theories that try to explain how children learn to achieve these impressive feats and look at the methods that are used to investigate language acquisition. Individual differences between children, children who grow up with more than one language, and other related topics will also be dealt with. We will also use corpus data from the Child Language Data Exchange System (CHILDES) to conduct our own studies of language acquisition.

Texts: A reader with course readings will be made available in due time.

Introduction to Language and Gender; Please register by email. (This course is not available through SignUp).

Dr. Pleyer: Thu, 14.15-15.45, online

"You just don't understand"—as Tannen's (1990) book title suggests, people often hold the assumption that women's speech is not the same thing as men's speech at all, and that this is why women and men so often misunderstand each other. But is this really the case? In this course, we will draw out what it means to use language as men and women, and how different genders are expressed or express themselves differently in different contexts. The course is divided into three thematic parts. In part I we will focus on traditional approaches to language and gender. We will tackle questions such as: Is there such a thing as a 'women's language' that is special and distinct from male language? How are language and power related? Do boys and girls really grow up in two different 'societies' so that men and women have two very distinct ways of communicating? Using both linguistic texts and examples from the media, we will come to a deeper understanding of what it means to speak like a 'man' or a 'woman.' In part II we will discuss contemporary approaches to language and gender, and look at gender under a feminist linguistic lens. Here, our questions centre around the idea of gender itself: Is gender something that a speaker possesses, or something that is performed in every interaction? We will also turn to speakers beyond the straight male-female binary that is implicitly understood as the basis of early research and investigate LGBT speakers. Part III of our course will branch out to practical explorations into language and gender. Here, we will investigate gender in context and explore different settings, such as gender in the workplace, or in the media. We will ask ourselves if boys really are more disruptive than girls in the primary school, or what role language plays in different women's magazines. Students will give one oral presentation and submit a term paper on a topic of their choice. Participation based on the required reading for each session is essential. A reader with these texts will be made available. Please sign up for the course by email at monika.pleyer@gmx.de

Varieties of English

Dr. Monika Pleyer: Wed, 11.15-12.45, 116; **Please register by email. (This course is not available through SignUp).**

When talking about the English language, students often only think about the two most well-known varieties, British English and American English. But there is more to English than that. In this course, we will get to know the different Englishes spoken worldwide, learn to classify them, understand their similarities and differences and where they come from, and see how they have historically grown.

The first part of the course is concerned with the Englishes within the British Isles, where we will investigate varieties such as Irish English, Scottish English, and different dialects within England, using examples from film and music to understand their characteristics.

In the second part, we will look at Englishes in settlement colonies such as the USA, Canada, or Australia, as well as former colonies of the British Empire, such as India. We will not only be focusing on regional and social varieties, but also tackling issues such as language and identity, or language and discrimination.

In the third part of our course, we will investigate further social issues that influence the different Englishes spoken, such as the speaker's gender, ethnicity, or pragmatic preferences. We will be using examples from contemporary media to further our understandings of how these speaker characteristics can affect one's English.

Students will give one oral presentation and submit a term paper on a topic of their choice. In-class participation based on the required reading for each session is essential. A reader with these texts will be made available.

Texts: A reader with the essential reading will be made available at the start of the semester.

Understanding Semantics and Pragmatics

Dr. Schiffmann: Thu, 16.15-17.45, 122; **Please register by email. (This course is not available through SignUp).**

How we interpret a sentence or text paragraph can have important consequences. An illustration of this is the quarrel the owners of the Twin Towers in New York that were brought down on 9/11 had with their insurance company. Was the destruction of the two towers one event, in which case the insurers owed the owners \$ 2,7 billion, or was it two, in which case they owed double that sum? Another reason to stop saying things like: "Oh. This is mere semantics."

There is in fact even more to linguistic meaning than just "mere semantics." Few people would doubt what "I shot the elephant in my pajamas" means, even though it has actually two potential meanings, not just one. Here we are already at the interface between semantics and pragmatics, or meaning beyond the literal. If I say "'So far everything went well,' said the man as he passed the windows of the 3rd floor of the Empire State Building," what I *mean* to say goes far beyond men, floors, windows and buildings, even though I'm using these to get my meaning across.

This seminar will treat both semantics—literal meaning—and pragmatics—the meaning beyond—in a thorough and detailed fashion. The marvelous complexity of the miracle that we call language does not just rest in phonetics, phonology, morphology, and syntax; there is a surprising number of exciting things to learn in semantics and pragmatics as well.

Texts: Core reading will be selected parts of both Thomas Ede Zimmermann & Wolfgang Sternefeld, *Introduction to Semantics. An Essential Guide to the Composition of Meaning*, de Gruyter 2013, and Diana Blakemore, *Understanding Utterances. An Introduction to Pragmatics*. These books and other material will be made available to participants of the seminar in an appropriate form.

Proseminar II historische Sprachwissenschaft

Chaucer's Language and Versification: An Introduction to Middle English

Mohr: Wed, 14.15-15.45, 113; **Please register by email. (This course is not available through SignUp).**

Based on a thoroughly philological approach, this course provides an introduction to Middle English as attested in the works of Geoffrey Chaucer with a view to understanding and appreciating texts from one of the most significant and most frequently anthologized literary figures of late mediaeval England. We will be concerned with the main developments in phonology, morphology, lexis, semantics, syntax and pragmatics between Middle English and the Early Modern and indeed the Modern English periods, not only in Standard English but also in regional and social nonstandard varieties of the language.

The first part of the course serves to present the chief methods used in reconstructing the pronunciation of earlier stages of the language. By continually applying these methods, students will gain insight into the development of vowel and con-sonant segments and investigate the stress pattern of polysyllabic words in order to become aware of how Chaucer made use of the variation that existed in his time to build his verses. Numerous individual features in present-day varieties of English, especially in conservative regional ones, will be found to represent elements that were universal in Middle English. Finally, general characteristics of Modern English such as the existence of partial synonyms at different stylistic levels and the dissociative nature of the lexicon as well as aspects of the inflectional system will be shown to result from lexical borrowing and sound change, respectively.

Texts: Students signed up for the course will be informed about the course teacher's workbook and related materials.

Introduction to Old English

Dr. Hänßgen: Wed, 11.15-12.45, 114

Old English is the oldest diachronic variant of English, used between ca. 700 and 1100 AD. It is closer related to Late Modern German than to Late Modern English and is therefore easier to learn for speakers of German.

In this course, we will be looking at different levels on which Old English differs from later variants, especially at its morphology, phonology and syntax. We will also be dealing with external language history and translate a number of prose texts and poems.

Texts: Please purchase our course book before the beginning of term:

Baker, Peter S. 2012. *Introduction to Old English*. Oxford: Wiley-Blackwell.

Introduction to the History of English

Priv.-Doz. Dr. Mollin: Mon, 11.15-12.45, 113

This class offers an introduction to the historical development of English. Beginning with the Germanic origins of the language, we will consider its development in phonology, grammar and lexis through Old English, Middle English, Early Modern English and Late Modern English, making reference to the Standard English we know today. A special focus will lie on the social and cultural background to the linguistic changes that English has undergone, on the mechanisms of language change, and on questions of data in historical linguistics.

The class will take place whatever the epidemiological situation, either in the classroom or on Moodle.

Texts: A reader containing all class materials will be available.

Introduction to the History of English

Priv.-Doz. Dr. Nesselhauf: Wed, 11.15-12.45, 112

In this Proseminar II, we are going to trace the development of English from its beginnings to Present Day English. Old English, Middle English, and (Early) Modern English will receive roughly the same amount of attention. We will cover both structural aspects (phonology, grammar, and lexis) of the language of the respective periods as well as the historical and socio-cultural background that contributed to shaping the language.

Particular emphasis will be put on mechanisms of language change—both general mechanisms of change and specific mechanisms that can explain linguistic contrasts between German and English.

Introduction to the History of English

Priv.-Doz. Dr. Mollin: Thu, 11.15-12.45, 113

This class offers an introduction to the historical development of English. Beginning with the Germanic origins of the language, we will consider its development in phonology, grammar and lexis through Old English, Middle English, Early Modern English and Late Modern English, making reference to the Standard English we know today. A special focus will lie on the social and cultural background to the linguistic changes that English has undergone, on the mechanisms of language change, and on questions of data in historical linguistics.

The class will take place whatever the epidemiological situation, either in the classroom or on Moodle.

Texts: A reader containing all class materials will be available.

Proseminar II moderne Sprachwissenschaft**The Practice and Theory of Syntax**

Dr. Schiffmann: Fri, 14.15-15.45, 108

It is often said that language is “for communication,” but if you think about it, there is no use in communicating if you have nothing to communicate. This is where the marvelous evolutionary development of syntax comes into play: Syntax allows us to think in the typical human way by putting concepts together to form larger items, which can then in turn be put together with other concepts or with items already formed. Syntax is thus very much about human thought. No syntax, no Socrates or Immanuel Kant.

In this seminar we will explore syntax from a beginner’s level right through to the horizons of current syntactic research. On the one hand, the seminar will be a solid introduction into the present state of affairs in Noam Chomsky’s research paradigm, generative grammar; on the other, we will do a lot of syntactic research ourselves, including, but not limited to, checking dialectal variations (in other words, actually occurring sentences and constructions), looking at languages other than English, and drawing and testing syntactic trees.

The seminar will be accompanied and guided by a series of video clips in which I try to explain what the issues are and why what we are doing at each step matters.

Texts: Core reading will be Olaf Koenen & Hedde Zeijlstra, *Introducing Syntax*, Cambridge University Press 2017. This book and other material will be made available to participants of the seminar in an appropriate form.

Regional varieties of English: characteristics, development, analysis

Priv.-Doz. Dr. Nesselhauf: Intensive Online Course: 9:30-13:30 on the following days: Monday, 28 Sept., Wednesday, 30 Sep., Friday, 2 Oct., Monday 5 Oct., Wednesday 7 Oct., Friday 9 Oct. 2020: Online

In this seminar, we will try to get an overview of the different types of varieties of English that can be found around the world. We are going to deal both with first language Englishes such as Australian English and with second language Englishes such as Indian English; some English-based pidgins and creoles such as Tok Pisin will also be looked at. In addition to studying the development and present-day shape and usage of these Englishes theoretically, you will also learn how to perform your own hands-on investigations.

Requirements:

- 1) Sign up via SignUp
- 2) In Schneider, *English Around the World*, read sections 4.1 and 4.2 and at least two of the following sections: 4.3, 5.1, 5.2, 6.1, 6.2, 6.3, 6.4.
- 3) By 10 September, send me an email (Nadja.Nesselhauf@urz.uni-heidelberg.de) stating which two or three varieties of English you find most interesting, what has sparked your interest, and which aspects about these varieties you would particularly like to learn more about (phonology, lexis, syntax, pragmatics, development, attitudes, language policies,?).
- 4) During the seminar: presentation, quiz, data analysis

Please note that intensive work will be required outside of class time as well, both before and during the two weeks of the seminar.

Texts: Basic Literature: Schneider, Edgar W. (2011). *English Around the World. An Introduction*. Cambridge: CUP. (N.B. We are going to use the first edition, as our libraries have not yet had a chance to acquire the second edition from summer 2020).

Proseminar I Literaturwissenschaft**Introduction to Shakespeare's Comedies: *A Midsummer Night's Dream* & *As You Like It***

Dr. Hertel: Thu, 11.15-12.45, online

A Midsummer Night's Dream and *As You Like It* are counted among Shakespeare's 'early' or 'romantic comedies'. Both plays focus on different aspects of the ideal of romantic love against a background of moral and social codes and constraints, and in both plays there is no clear-cut line between the comic and the tragic.

We will start the semester off by looking at the historical and theatrical context of Shakespearean drama before doing a close reading of each play. This will include aspects like plot/dramatic structure, themes, character conception, language and style.

Texts: Participants are asked to have read the plays by the beginning of the summer term in the **Oxford-World-Classics-edition**. For those who would like to get to know more in advance about Shakespeare and his time, the *Shakespeare Handbook* by Ina Schabert can be recommended.

The Victorian Sensation Novel

Gillé: Tue, 11.15-12.45, 114

The sensation novel of the Victorian era (1837-1901) is a genre that has an ongoing appeal for readers. It emerged in the 1850s and 1860s and tended to deal with 'unsavoury' topics such as crimes, 'madness,' intrigues, and dark secrets—as such contents were thought to potentially corrupt readers, this genre was greeted with scepticism by contemporary critics. Nevertheless, the sensation novel became extremely commercially successful, paved the way for genres such as crime fiction and thrillers, and is still read in its original form today.

We will start this PS I with a brief overview of the Victorian novel in general and then move on to have a closer look at the sensation novel. In doing so, we will analyse two specific texts, namely *The Woman in White* by Wilkie Collins (1859-1860) and *Lady Audley's Secret* by Mary Elizabeth Braddon (1862), and talk about the relevant historical and cultural contexts of these works. Towards the end of the semester, we will also discuss contemporary reimaginings of sensation fiction.

More importantly, however, this proseminar aims to give you the tools you need to analyse and interpret narrative texts by building on the foundations of what you learned in the *Introduction to Literary Studies*.

Texts: Please purchase and read both novels (*The Woman in White* and *Lady Audley's Secret*) before the start of term.

An Introduction to (Literary) Theory

Elstermann: Tue, 14.15-15.45, 122

Surprisingly many people manage to get through years of academic studies without ever really engaging with literary or critical theory in depth—and almost without fail, after years of avoidance, they end up wishing they had taken it up much sooner. The aim of this course is to make theory accessible to you as early as possible, so that you can continue building on and benefitting from it throughout your studies.

From Socrates and Plato up to the twenty-first century, we will work our way through the major texts, intellectual movements, and theoretical approaches (not necessarily strictly chronologically). You will be expected to read a text per week—the material will be supplied to you over the course of the semester. Each week, we will apply approaches and ideas we find in a theoretical work to a literary text to see how they can facilitate different readings.

This course is specifically directed at students who are in the early stages of their studies, who have not encountered a lot of (literary or other) theory yet, and who might find the whole subject slightly intimidating. No prior knowledge of theory is required, only an eagerness to read and learn. Since there is no better way to engage with an idea than to debate it, active participation in discussions is an absolutely essential requirement for this course. Ideally, by the end of the semester, you will find that theory is not just something you have to read as a course assignment, but that it offers different perspectives and paths along which you can continue your own critical thinking—and that understanding a complex concept and adapting your view of the world can, quite plainly, bring you a great deal of joy.

Texts: Please read William Shakespeare's *The Tempest* and Aldous Huxley's *Brave New World* before the start of term (any edition will do, though I recommend that you use an annotated edition of *The Tempest*). We will keep going back to these two texts to test theories in application, so it is vital that you have read both of them before November.

Introduction to US American Poetry

Dr. Jakubzik: Thu, 11.15-12.45, 115

This course will repeat and develop basic means of poetry analysis (meter, rhyme, sound, diction, imagery, symbolism, theme etc.) and it will introduce some of America's greatest poetry from Walt Whitman, Edgar Allan Poe, Emily Dickinson, Robert Frost to T.S. Eliot, W.C. Williams and Sylvia Plath.

Introduction to the Study of Fiction: Contemporary Fiction and the Environment

Link: Wed, 9.15-10.45, 113

Writing about nature has a long tradition in literary history, but the urgency of the climate crisis has changed the way writers have engaged with nature and the environment in fiction. As the fate of our planet becomes increasingly uncertain, writers have begun to envision different futures for humanity, leveraging the genre tropes of dystopian and post-apocalyptic fiction as well as more hopeful, optimistic narratives. Even contemporary novels that are not explicitly about climate change often incorporate environmental themes, suggesting that the topic is unavoidable no matter what issues one would rather think about.

This class will introduce you to contemporary fiction that makes the environment the focal point of the story. We will ask questions about the extent to which literary and cultural forms shape the ways that people see and relate to nature and the environment, as well as how those forms have been treated within the narrative texts themselves. You will also deepen the knowledge acquired in the *Introduction to the Study of Literature* and apply it to the selected books in close-reading sessions.

Please read the following text before the semester starts and bring a copy of it to class (no specific edition required).

Text: Richard Powers: *The Overstory* (2018)

A second novel will be announced at the beginning of the semester.

Proseminar II Literaturwissenschaft

Heritage in Interdisciplinary Perspective: Past, Present, and Future of a Contested Concept

Sommer: Thu, 14.15-15.45, Karl Jaspers Centre, Room 212; **Please register by email. (This course is not available through SignUp).**

This co-taught seminar introduces students to contemporary debates and research on heritage through the disciplinary lenses of anthropology, transcultural, religious, literary, historical and area studies. The term heritage is inherently ambiguous as it can be applied to a variety of cultural properties—such as texts, objects, artefacts, sites, and practices—but, at the same time, refers to the “industry” that has to do with the identification, management, exhibition and protection of those cultural properties. The seminar will engage with heritage in both directions. Through a close examination of the lives of texts, material objects, sites, and cultural practices, it explores ways in which heritage and heritage discourses transform across time and space. Heritage is a diverse, dynamic, and relational field. Although it is still largely classified as a purely European “export good,” it is continuously appropriated in all parts of the globe, where it develops local lives of its own. This transformative quality of heritage makes it a fruitful resource for dealing with historical and contemporary challenges, such as climate change, armed conflict, or forced migration, which can only be grasped through an interdisciplinary approach.

Some of the fundamental questions around which the seminar revolves include:

- How does heritage establish links between past, present, and future?
- In which ways does heritage contribute to reify, or else, blur boundaries between cultures, nations, religions, geographical regions, and disciplines?

- To what extent are heritage discourses still informed by notions of linearity, civilization, modernism, and developmentalism?
- What distinguishes and what unites cultural, social, religious, and literary manifestations of heritage?

Texts: Readings will be made available over the course of the semester.

Shakespeare's Tragedies

Isaak: Thu, 14.15-15.45, 122

Shakespeare's Tragedies.

We will open this course by defining "tragedy" and distinguishing it from the dramatic genres of "comedy" and "history." Next, we will turn to what are commonly referred to as the "great four" Shakespearean tragedies: *Hamlet*, *Othello*, *King Lear* and *Macbeth*. Considering both the texts themselves and some of their leading adaptations, our objective will be to acquire an in-depth knowledge of these plays by exploring questions such as the sources, the literary context, cosmology, genre and staging. Finally, we will trace critical approaches to these works by key scholars from Shakespeare's era to our own.

Texts: Please purchase and read the individual Arden edition of each of the four plays for the class. You may also want to familiarize yourselves with the introductory chapters on each play in Marjorie Garber's *Shakespeare After All*. Anchor Books, 2005. Another useful book we will be referring to is Claire McEachern, ed. *Shakespearean Tragedy*. 2nd ed, Cambridge UP, 2013.

Postcolonial Indian Literature

Dr. Grundmann: Tue, 16.15-17.45, 115

This course is intended as an introduction to Indian history and culture through its fictional representation in literature and film. Beginning with E.M. Forster's Western viewpoint in *A Passage to India*, we shall then proceed to Salman Rushdie's epic on the twentieth century history of India and Pakistan, *Midnight's Children*, finally dealing with Aravind Adiga's biting satire on present-day India in *White Tiger*. We shall take a close look at how writers represent historical events such as the independence struggle, partition, women's rights, religious conflicts and caste politics. If technically possible, we shall also include some film, e.g. Richard Attenborough's *Gandhi* and Danny Boyle's *Slumdog Millionaire*.

Reading: Please purchase E.M. Forster, *A Passage to India* (Penguin, 2005), Salman Rushdie *Midnight's Children* (Vintage, 2008), Mulk Raj Anand, *Untouchable* (Penguin, 1990), Aravind Adiga, *White Tiger* (Atlantic Books, 2008).

English Romanticism: Shelley, Keats, Byron

Dr. Hertel: Thu, 16.15-17.45, online

This course is designed as an introduction to the younger representatives or 'second' generation of Romantic poets: Lord Byron, Percy Bysshe Shelley and John Keats. They all had in common that they lived intensively, died young, and that they wanted to distinguish themselves from the older generation of writers like S.T. Coleridge or W. Wordsworth.

We will focus our attention on a close reading of a variety of poems and will at the same time shed some light on the literary, poetological, historical and socio-political context of the time.

Texts: The selection of texts will be available in form of a 'reader' (to be picked up in 'Copy Corner', Merianstrasse) by the beginning of October.

The following books can be recommended as a general introduction to English Romanticism:

Boris Ford (ed.), *From Blake to Byron*, The Pelican Guide to English Literature, 5 (Harmondsworth: Penguin Books); Jean Raimond and J.R. Watson (edd.), *A Handbook to English Romanticism* (New York, 1992); Duncan Wu (ed.), *A Companion to Romanticism* (Oxford, 1998).

Mary Shelley's *Frankenstein* in the Context of English Romanticism

Dr. Hertel: Tue, 14.15-15.45, online

Mary Shelley's gothic novel *Frankenstein* is the ground-breaking work of a nineteen-year old writer who conceived the idea for her story of the 'mad scientist' on a rainy night on lake Geneva in the company of a circle of intellectuals, among them Lord Byron and P.B. Shelley. One of the most interesting aspects of this novel is that it incorporates many different sources and influences—ranging from literary, scientific to socio-political and philosophical.

This is why the main aim of this class is to do a close reading of the novel against the background of the period of English Romanticism.

Texts: Please purchase and read the novel **in the following edition**, which gives a combined reading of the final version (1831) as well as the original from 1818:

Mary Shelley, *Frankenstein: Or, The Modern Prometheus*. Penguin Classics. Harmondsworth, **ISBN-13:978-0141439471**

Henry James' *The Turn of the Screw* (1898) and Edith Wharton's *Ethan Frome* (1911)

Dr. Hänßgen: Fri, 11.15-12.45, 116

The American authors Henry James (1843-1916) and Edith Wharton (1862-1937) were contemporaries and friends. Wharton's novella might have been influenced by James'.

Both novellas are framed narratives that generate a lot of suspense for the readers, in James' case by the use of unreliable narration, and both end with a twist.

James' novella, which is set in England, can be read as a ghost story with elements of gothic fiction; Wharton's is an example of New England naturalism.

We'll be working with the Norton Critical Editions of both texts that provide us with the primary texts, contexts and secondary sources and help us with the critical terminology used above.

Texts: Please purchase and read the primary texts in these books:

James, Henry. *The Turn of the Screw*. Edited by Deborah Esch and Jonathan Warren. 2nd ed. London: W. W. Norton, 1999.

Wharton, Edith. *Ethan Frome*. Edited by Kristin O. Lauer and Cynthia Griffin Wolff. London: W. W. Norton, 1995.

The Harlem Renaissance in Word and Image

Priv.-Doz. Dr. Peterfy: Wed, 9.15-10.45, 112

In the 1920s, Harlem, a former suburb, and now neighborhood, of New York City, became a vibrant center of black cultural activity. Music, theater, painting and above all literature contributed to a rich cultural life, in which African Americans created new forms of expression. In this seminar, we will look at a number of texts dealing with the phenomenon.

Requirements: regular attendance, a short presentation and oral participation (30%), and research paper (70%).

Please buy the following anthology:

David Levering Lewis, ed. *The Portable Harlem Renaissance Reader*. Harmondsworth: Penguin Books, 1995.

Narratives of Contagion: Pandemic Storytelling from the Middle Ages to the Twenty-First Century

Sommer: Fri, 10.00-12.00, 113

The recent spread of the novel coronavirus has resulted in a health crisis unprecedented in its geographical reach and its impact on societies and economies around the globe. The collective experience of contagion and quarantine is hardly a new cultural phenomenon, however. For centuries, literature has been a productive forum for the discussion of illness and death as authors have struggled with the challenge of representing, analyzing, and commemorating epidemics and their social impact—from the “black death” of the Middle Ages to more recent outbreaks of diseases such as yellow fever, cholera, or polio. Building on literary and cultural theories about storytelling and meaning-making, this seminar will be devoted to the interpretation of literary texts concerned with epidemic or pandemic events, but also enquire into how the stories societies collectively tell about infectious diseases (their outbreak, development, and containment) shape the way in which its members perceive and react to them. To what extent do collectives during a pandemic crisis resort to storytelling to make sense of the rapidly unfolding events around them? Is there a universal experience behind how pandemics are narrativized? How does literature help us to render such patterns visible? Our primary reading will range widely across different epochs, geographies, and cultures in order to pursue such questions.

We will discuss the following texts:

- Giovanni Boccaccio, *The Decameron* (1353) (excerpts)
- Daniel Defoe, *A Journal of the Plague Year* (1722)
- Thomas Mann, *Death in Venice* (1912)
- Albert Camus, *The Plague* (1947)
- Philip Roth, *Nemesis* (2010)

This seminar will be taught in collaboration with Priv.-Doz. Dr. Erik Schilling (Ludwig Maximilians Universität, Munich). Please note that the course will include digital elements and be taught partly in German. You are welcome to read the primary texts either in the original or in translation.

The seminar will take place in condensed form in early 2021:

8, 15, 22, 29 January and 5 February 2021 (Friday) (10–12am)

12–13 February 2021 (Friday/Saturday) (2–8pm / 9am–2pm)

Proseminar I Kulturwissenschaft

A Decade of Centenaries: Ireland 1912-1922

Gaston: Tue, 9.15-10.45, 112

O'Brien: Tue, 9.15-10.45, 113

The decade spanning the years 1912-1922 has been described by Enda Kenny, the Irish Taoiseach 2011-17, as 'the defining period of our modern history'. We are now approaching the end of the centenary anniversaries of this revolutionary decade. We will examine and explore a number of significant events from this decade including the *Ulster Covenant*, the *1913 Lockout*, the *First World War*, the *Easter Rising*, the *1918 elections* and *the first Dáil*, the *Anglo-Irish War/War of Independence*, the *Treaty* and the subsequent *Civil War*. All of these events played a vital role in the formation of the Northern Irish and Irish states. We will attempt to place them in an (all-Ireland) historical context, see how they have been commemorated in both parts of the island and look at the effects this sustained period of historical remembering may have had.

Collective Memory and Memory Culture

Eisler: Tue, 9.15-10.45, 122

How do different societies remember their past? How do you, as an individual, happen to know something about the past that happened before you were born? This course will provide an introduction to the foundations of collective memory and memory culture, addressing questions of how societies create, transmit, contest, and reshape the images and narratives of their history and identity. We will engage with culturally distinct sites and practices of memory through narratives, texts, memorials, symbols, rituals, and more recently, the internet and social media. Readings for the course will be a combination of theoretical approaches to memory culture as well as practical case studies.

American Civil Religion in Text and Image

Priv.-Doz. Dr. Peterfy: Wed, 11.15-12.45, Neue Uni tba.

Sociologist Robert N. Bellah used the phrase "Civil Religion" to describe a conceptual relationship between structures of religious belief and the national self-definition of US-Americans. According to this theory, American citizens share (or, arguably, used to share) a set of cultural values, which follow the patterns of certain religious feelings and rituals, without being part of an explicit denomination. In this course, we will examine the history of some of the texts, images, and the rituals of this "civil religion," such as the role of the Declaration of Independence, the development of national holidays and the American flag, etc., in US-American literature and culture. At the same time, we will also discuss reactions against a hegemonic interpretation of "civil religion" in contemporary contexts.

Requirements: Regular attendance, preparation of texts, participation in classroom discussions and short presentation (30%), term paper (70%).

A Reader with the texts to be discussed will be available at the Copy Corner by the beginning of the semester.

A History of "Otherness": Disability and Difference in the United States, 1620-Present

Dr. Föhr: Tue, 9.15-10.45, 114

In 2003, Catherine Kudlick argued in the *American Historical Review* that "we need another other" to explore disability as a social category and a way of being, rather than as a defect, deficiency or curse that causes suffering and pain. Such a reconceptualization is necessary to counter a long tradition of using the language of disability to justify discriminatory treatment not only of people with supposed mental or physical impairments, but of marginalized groups including women, people of color and immigrants. Woman suffragists had to fight the common belief that women were fragile, mentally weak and susceptible to hysteria just as civil rights advocates had to fight popular assumptions that immigrants and people of color were inherently less intelligent and thus less capable of political participation than Anglo-Saxon males.

In order to explore the roots of these and other popular perceptions, this course examines the actual experiences of disabled people in the United States from the colonial era to the present. Using a variety of primary sources, including texts created by people with disabilities themselves, we will trace the political, social and cultural developments that shaped Americans' understanding of disability and people with disabilities, considering disability as a social category that is crucial for understanding the way American culture defined the

"proper" social order and justified the need for social control.

Course requirements:

The course is structured as a series of asynchronous online discussions centered on weekly readings (usually @60 pages per week), so it is important that you are prepared to contribute meaningfully to these discussions at least twice a week.

You are also responsible for preparing a brief biological sketch of a person with a disability and answering any questions about your person over the course of a week. You will have the opportunity to sign up for a person to write about during the first week of class. The course concludes with a final take-home exam. No research paper is required.

Texts: Our textbook for the class will be

Kim Nielsen (2012) *A Disability History of the United States*. Boston: Beacon Press.

ISBN 978-0-8070-2204-7

I recommend that you purchase your own copy. The course reader will be available at Copy Corner and in the Moodle classroom in early September.

A cultural history of disability in the US

Dr. Föhr: Tue, 11.15-12.45, 116

Representations of disability abound in literature. From Captain Ahab to Benjy Compson, "Boo" Radley to Beth March, characters with disabilities play key roles in a wide range of American classics. In many works of fiction, disability serves as a device that drives the plot forward, presenting the other characters with a challenge to overcome, a source of inspiration or a confirmation of the threats posed by abnormality, frailty and incompleteness.

These representations reflect popular perceptions of disability as a defect, deficiency or curse that causes suffering and pain rather than a way of being. They also reinforce a long tradition of using the language of disability to justify discriminatory treatment not only of people with supposed mental or physical impairments, but of marginalized groups including women, people of color and immigrants. Woman suffragists had to fight the common belief that women were fragile, mentally weak and susceptible to hysteria just as civil rights advocates had to fight popular assumptions that immigrants and people of

color were inherently less intelligent and thus less capable of political participation than Anglo-Saxon males.

In order to explore the roots of these and other popular perceptions, this course examines the actual experiences of disabled people in the United States from the colonial era to the present. Using a variety of primary sources, including texts created by people with disabilities themselves, we will trace the political, social and cultural developments that shaped Americans' understanding of disability and people with disabilities, considering disability as a social category that is crucial for understanding the way American culture defined the

"proper" social order and justified the need for social control.

Course requirements:

The course is structured as a series of asynchronous online discussions centered on weekly readings (usually @60 pages per week), so it is important that you are prepared to contribute meaningfully to these discussions at least twice a week.

You are also responsible for preparing a brief biological sketch of a person with a disability and answering any questions about your person over the course of a week. You will have the opportunity to sign up for a person to write about during the first week of class. The course concludes with a final take-home exam. No research paper is required.

Readings: Our textbook for the class will be Kim Nielsen (2012) *A Disability History of the United States*. Boston: Beacon Press. ISBN 978-0-8070-2204-7

I recommend that you purchase your own copy.

The class reader will be made available on Moodle (PDF) and at Copy Corner in early September.

Intersectionality: An Introduction to Key Thinkers, Texts, and Theories

Assmann: Tue, 11.15-12.45, 112

As the Black Lives Matter movement went global after the murder of George Floyd at hands of police, sparking an overwhelming show of support as well as protests across the world, it revealed not only how deeply racism is entrenched in the structures of our societies and understandings of a world built on systemic inequality and exploitation. It also cast light on the increasing diversity of the movement as well as on the importance to recognise differences between individuals, groups, societies, while acknowledging a shared or at least similar history of oppression of marginalized people. In order to tease apart the complexities of and to better understand the mechanisms of discrimination, questions of representation and of identity in general, an intersectional perspective can be helpful.

Since its beginnings in the context of second wave feminism, or, more precisely, Black feminism, the concept of intersectionality has moved from the margins to the centre of discussions around identity. As a key concept in cultural studies, it has found its way into the methodology of many disciplines and research fields and has become a leading approach in social and cultural analysis as well as in political activism. In this class, we will read a range of key texts of intersectional theory and discuss how they have informed gender and cultural studies. Furthermore, we will explore how the concept can be made fruitful in conjunction with questions of representation, for which we will draw on a variety of different examples from novels, film, and television from the US and the UK.

As this class is theory- and discussion-based, preparation of the texts and participation are essential. All texts will be made available in digital copies. For presentations, students are invited to come up with topics of their liking that can be analysed in a presentation format.

Proseminar II Kulturwissenschaft/Landeskunde

Heritage in Interdisciplinary Perspective: Past, Present, and Future of a Contested Concept

Sommer: Thu, 14.15-15.45, Karl Jaspers Centre, Room 212; **Please register by email. (This course is not available through SignUp).**

This course is also listed as "Proseminar II Literaturwissenschaft." Its description can be found on page 21.

Narratives of Contagion: Pandemic Storytelling from the Middle Ages to the Twenty-First Century

Sommer: Fri, 10.00-12.00, 113

This course is also listed in these categories: Proseminar II Literaturwissenschaft, Ethisch-philosoph. Grundlagenstudium II. Its description can be found on page 24.

The Harlem Renaissance in Word and Image

Priv.-Doz. Dr. Peterfy: Wed, 9.15-10.45, 112

This course is also listed as Proseminar II Literaturwissenschaft and Ethisch-philosoph. Grundlagenstudium II. Its description can be found on page 23.

Proseminar III Sprachwissenschaft

Linguistic analysis

Dr. Isermann: Tue, 16.15-17.45, 108

The course aims to familiarize MA, GymPO and BA students with a range of routines, practices and methods that have shaped linguistic analyses in various fields. Part of the course will be devoted to the consolidation and expansion of linguistic key terms and concepts. The focus, however, is on the practical analysis and discussion of real-language data, mostly of the written kind. Areas of linguistics covered include phonetics, phonology, morphology, lexical and sentence semantics, pragmatics, syntax and text linguistics.

Note: There will be a tutorial accompanying the course.

Texts: A course reader is available for purchase at the Copy Corner in Merianstraße.

Constructions

Dr. Isermann: Wed, 14.15-15.45, 122

Over the past two decades, the idea has gained ground in linguistics that a language might be nothing but set of constructions rather than an inventory of words plus a set of rules for how to combine them in grammatical strings. The approach is closely associated with Cognitive Linguistics, with which it shares many theoretical foundations. The major assumption is that there is no fundamental difference between morphemes, words, idioms or larger strings of words such as sentences. All of them deal with form-meaning pairs that have to be acquired by the language learner in much the same way. All of them share the same set of properties. All of them are constructions.

The course is designed as a project course. In the first part, we will lay the necessary foundations, discuss theoretical principles, look at methods of investigation, and examine some case studies. As we go along, participants will form groups of approximately four students, and embark on small-scale research projects devoted to a particular construction. The last two sessions will be reserved for the presentation of the results. Term papers are meant to further explore aspects of the relevant construction.

Texts: Hilpert, Martin. 2014. *Construction Grammar and its Application to English*. Edinburgh: Edinburgh Univ. Press.

Grammaticalization

Dr. habil. Reber: Tue, 14.15-15.45, online

According to Hopper and Traugott, "grammaticalization is an everyday fact of language" (Hopper /Traugott 2003: 10) in the sense that whenever we use language, we engage in a "process by which grammar is created" (Croft 2006: 366), i.e., grammaticalization. In this course, we will take stock of the past literature, reviewing the processes and principles of grammaticalization observed by various approaches as well as discuss related notions, such as, e.g., lexicalization, pragmaticalization and constructional change / constructionalization. The reading of the relevant literature will be complemented by the analysis of spoken and written linguistic data. Please send an email for registration (starting from 1 Sept.), indicating the course title, your study program, and whether you want to do this course as a Hauptseminar or a Proseminar III.

An email-address will be provided on "Aktuelles" as soon as possible. Spots will be allocated on a first-come, first-served basis. Texts: Croft, William. 2006. "Typology." In *The Handbook of Linguistics*, 337-368. Mark Aronoff and Janie Rees-Miller (eds.). Oxford: Blackwell. Hopper, Paul J. and Elizabeth Closs Traugott. 2003. *Grammaticalization*. Cambridge: Cambridge University Press. Further texts will be made available on Moodle.

Models of Communication and Interaction

Priv.-Doz. Dr. Nesselhauf: Mon, 11.15-12.45, 112

In this seminar, we are going to look in detail at various models of communication and linguistic interaction. We will not only cover models proposed by linguists but also some proposed by philosophers, sociologists, anthropologists and psychologists. Although we will try to be as data-oriented as possible, be prepared to read and discuss some highly theoretical texts as well. A good command of German is desirable, as some of the texts we will deal with are in German.

To register for the course, please send an email to Nadja.Nesselhauf@urz.uni-heidelberg.de, indicating whether you intend to acquire credit points for either a Hauptseminar or a Proseminar III or if you would like to participate as a "Gasthörer."

The mental lexicon

Priv.-Doz. Dr. Mollin: Wed, 11.15-12.45, 113

This seminar will approach vocabulary from a psycholinguistic perspective, asking how word storage in the mind is organised. We will begin with lexicological and psycholinguistic basics, covering the contents of lexical entries in the mental lexicon as well as how they are linked and accessed. We will consider psycholinguistic concepts such as spreading activation and priming in detail, and will also make a detour into neurolinguistics to see how much is known about processes in the brain connected to the mental lexicon. A further focus will lie on the storage and processing of multi-word phrases and what related findings reveal about language processing as a whole. The semester will end with discussions of the acquisition of the mental lexicon, both for children acquiring their first language as well as for later second-language learners and bilinguals. Throughout, we will read and discuss empirical psycholinguistic studies, focusing both on their findings and their methodology.

To sign up, please send an e-mail to sandra.mollin@as.uni-heidelberg.de, stating your study programme (BA, MA, MEd, GymPO). Registration opens with the publication of the KVV and operates on a first-come-first-served basis.

The class will take place whatever the epidemiological situation, either in the classroom or on Moodle.

Proseminar III Literaturwissenschaft

Aspects of Historical Fiction

Prof. Dr. Leypoldt: Tue, 16.00-18.00, 114

This seminar will explore historical fiction, one of the most popular and varied genres in the novel today. We will start out with Walter Scott's paradigm-defining *Waverley* (1814), which made its author world-famous as the "inventor" of the historical novel. By letting his "middle hero" Edmund Waverley wander through the Scottish highlands during the Jacobite uprising of 1745, Scott established a new way to make the historical past resonate with the present that influenced several generations of writers. After exploring Scott's novel in the context of the nineteenth-century rise of a historical sense, we will look at the more extensive thematic and stylistic range of historical fiction in the twentieth century. Scott's mixing of historical events with passionate romance plots reappears in Diana Gabaldon's *Outlander* (1991), about a British Army nurse in WWII who during a holiday at Inverness is suddenly transported into a camp of highland rebels in the year 1743. For another time travel novel with a markedly different setting and sensibility we will read Octavia Butler's *Kindred* (1979), a story told through the perspective of a young African-American woman writer who lives in 1970s Los Angeles, until she winds up on a pre-Civil War plantation in Maryland. The question of race relation also shapes Lin-Manuel Miranda's award-winning Broadway production *Hamilton* (2016), which revolves around the life of the US "Founding Father" Alexander Hamilton. Miranda's production is a progressive retelling of official US history that blends the idioms of the traditional musical with rap, hip hop and R&B influences. For a classic take on the history of empire, we will read John Williams' National-Book-Award winning epistolary historical novel *Augustus* (1972). Our course will conclude with a brief look at the more popular Iron-Throne variety of medievalist history: we will read Maurice Druon's *The Iron King* (1956), a story revolving on the French King of Philip IV "The Fair" in the fourteenth-century (Druon is a French novelist, to be sure, but one that George Martin said inspired his *Game of Thrones*).

Texts: Please buy the following texts:

Walter Scott, *Waverley* (Oxford UP, Revised, 2015: ISBN: 978-0198716594

Diana Gabaldon, *Outlander: A Novel* (any edition, a good one is: Dell: ISBN: 978-0440212560)

Octavia Butler, *Kindred* (any edition).

John Williams, *Augustus* (New York Book Review Classics: ISBN: 978-1590178218)

Maurice Druon, *The Iron King* (any edition, a good one is: HarperCollins: ISBN: 978-0007491261).

The libretto of Miranda's *Hamilton* will be made available on moodle.

Registration: Please register per email by September 1st: leypoldt@as.uni-heidelberg.de.

The Modernist Poetry and Prose of William Carlos Williams

Priv.-Doz. Dr. Peterfy: Thu, 9.15-10.45, 112

In this seminar we will read and discuss the poems and prose works of the great American modernist poet, William Carlos Williams. Besides being a prolific writer, and member of the modernist avant-garde in New York and Europe, Williams was a physician with his own practice. Here, he encountered people from all walks of life and sought out the "American idiom" that became central for his compositions and for this dedication to "the word". Williams was also interested in new artistic developments, whether in the medium of image, music, or dance. His position in the field of 20th-century American literature is unique inasmuch as his wide-ranging influence is traceable in several directions of American poetry, from the Beat Generation to the poets of the Language school.

Requirements:

HS: Regular attendance, preparation of texts, participation in classroom discussions oral presentation (30 %), final paper (70%).

PS III: Regular attendance, preparation of texts, participation in classroom discussions oral presentation (30 %), oral exam (70%)

Please buy the book *Imaginations* (New York: New Directions Publishing House). Additional texts will be made available in the Copy Corner

“ ‘Rising Glory of America’: The Literature and Culture of the Early American Republic”

Prof. Dr. Schloss: Wed, 11.15-12.45, 122

After having engaged in a successful struggle for independence, many Americans hoped that the nation would experience a flowering of the arts and sciences. In the understanding of the time, the newly established republican government would profit from such a renaissance of learning because it required a well-informed and enlightened citizenry for its proper functioning. For a short period of time, American intellectuals and writers saw themselves courted by the politicians; their contributions were thought to give legitimacy and permanence to the American republic. By the end of the eighteenth century, however, this intellectual idealism was waning. No American Homer had showed up on the horizon; and the American government as well as the public was losing interest in cultural, scientific, and educational matters. The United States no longer seemed to need a virtuous and enlightened citizenry to give it stability: the constitution apparently took care of this. In addition, the agriculture-based patriarchal society of old was rapidly giving way to a modern, urban, middle-class market society: to succeed in the latter, one needed a quick and practical intelligence rather than classical learning or an artistic sensibility. With the exception of a group of women novelists who knew how to read the signs of the times, most artists and men of letters found themselves marginalized by the new social and political developments.

In this class, we will sample the literature of the founding period of the United States, an age—to use R. W. Emerson’s words—“where the old and new stand side by side, and admit of being compared”. Many of the ingredients of the American cultural “imaginary” were formed in this period although we may have difficulties in recognizing them at this early stage. In the early republic, “literature” was not only comprised of *belles lettres*, but also of works of history, politics, philosophy, and even science. In this course, we will follow this understanding of literature and read works from different fields to see how they illuminate each other. Among the works to be read are Jefferson’s *Declaration of Independence*; Madison’s *Federalist No. 10*; letters by John and Abigail Adams; autobiographical writings by Benjamin Franklin and Olaudah Equiano; essays by Judith Sargent Murray and J. Hector St. John de Crèvecoeur; poems by Joel Barlow, Philip Freneau, and Phillis Wheatley; novels by Hannah Webster Foster and Charles Brockden Brown; and a play by Royall Tyler.

Texts: Norbert S. Levine *et al.* (eds.). *Volume A* (Beginnings to 1820) of *The Norton Anthology of American Literature*. Ninth Ed. New York: W.W. Norton, 2017.

Charles Brockden Brown, *Arthur Mervyn Or, Memoirs of the Year 1793: With Related Texts*. Ed. by Philip Barnard *et al.* Hackett Publishing, 2008. (Paperback or Kindle Edition available.)

The Literature of the American Renaissance

Prof. Dr. Schloss: Thu, 14.15-15.45, 114

In 1941, Harvard Professor F.O. Matthiessen published a study entitled *American Renaissance: Art and Expression in the Age of Emerson and Whitman* that is regarded by many critics as the founding book of American literary studies. Matthiessen identified the second third of the nineteenth century as the age in which American literature experienced its first 'flowering'; henceforth this period came to be considered American literature's classical age. Matthiessen also assembled a list of writers—Emerson, Thoreau, Hawthorne, Melville, and Whitman—who came to be looked upon as the core authors of the American literary canon.

In this course, we will study selected works by the writers included in Matthiessen's canon and explore their literary, social, and ethical philosophies. In addition, we will consider works by authors of the period excluded from his list, namely those written by women and African Americans. In studying the literature of the American Renaissance, we will try to understand the processes by which a particular brand of individualism, namely non-conformism and anti-establishment thinking, came to be considered to make up the core of American democratic culture and hopefully find an explanation for why this ethos has remained attractive ever since. In looking at the critical debates that have surrounded the Matthiessen's American Renaissance canon, however, we will also learn how contested this ethos has become in the latter decades of the twentieth century and thus also get a sense of its limitations.

The following works will be discussed in detail: "The American Scholar," "Self-Reliance," "Experience," and "The Poet" by Ralph Waldo Emerson; *Walden* (in particular the "Economy" chapter) and "Civil Disobedience" by Henry David Thoreau; "The House of Usher" and "The Philosophy of Composition" by Edgar Allan Poe; *The Scarlet Letter* by Nathaniel Hawthorne; "Bartleby the Scrivener," "Benito Cereno" by Herman Melville; *Uncle Tom's Cabin* by Harriet Beecher Stowe; *Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself*; Harriet Jacobs, *Incidents in the Life of a Slave Girl*; and Alexis de Tocqueville's *Democracy in America*.

Texts: Most of the readings can be found in Vol. B. of Robert S. Levine (ed.), *The Norton Anthology of American Literature: American Literature 1820-1865*, ninth ed. (New York: W.W. Norton, 2017). [Older editions of the NA can be used, too.] Additional texts will be made available on Moodle2.

Documentary Literature During the Great Depression

Priv.-Doz. Dr. Peterfy: Thu, 14.15-15.45, 113

The years between 1920 and 1940 represented an economic, cultural, and political roller-coaster ride for Americans. The hedonistic extremes of the "Roaring Twenties" were followed by the devastating economic depression of the 1930s, with wide ranging repercussions in the field of the literature and the arts. Thousands of journalists, playwrights, musicians, artists had lost their livelihoods given that their impoverished audiences had no money for the necessities of life, let alone for the so-called "luxuries," such as art and literature. In this situation, several US-government projects were founded in support of intellectuals and artists: the Federal Theatre Project, Federal Writers' Project, etc. Authors and artists were able to continue to work and to produce remarkable works of art. Literature was influenced by modernist styles, but also by new approaches to literature. One of the most important new directions were documentary styles, relying on modernist techniques, including the development of new traditions of literary expression, for example the so-called "Living Newspaper", or the interest in the rich historical tradition of slave-narratives. Photographers and writers traveled across the land and took famous pictures, such as the "Migrant Mother" (Dorothea Lange), or wrote extraordinary books, such as "Let Us Now Praise Famous Men" (James Agee/Walker Evans). We will look at the documentary style of these works both from a formal-aesthetic perspective, as well as considering the moral problems that they manifested.

Please buy and read *Let Us Now Praise Famous Men* by James Agee and Walker Evans. (Mariner Books, 978-0618127498). Additional texts and materials will be made available on moodle.

Requirements:

HS: Regular attendance, oral participation and short presentation (30%), research paper (70%)

PS III: Regular attendance, oral participation and short presentation (30%), oral exam (70%)

Narrative Ways of Worldmaking

Prof. Dr. Nünning: Wed, 11.15-12.45, 115

Whenever we read novels or plays, we enter fictional worlds. And sometimes these fictional worlds can captivate us in a way which makes us completely forget about our surroundings: All of a sudden it's the middle of the night, even though we wanted to go to bed early, or we miss getting off the bus at the right stop. The entry into fictional worlds raises a host of questions, which we will pursue in the seminar.

How can authors, using only a few sentences, build worlds—even fantastic worlds—that seem to be real? Can we identify specific strategies? And which consequences does such worldmaking have? Is it true that these works are persuasive, and influence our attitudes? If so, which ways of worldmaking are particularly persuasive, and which can be found in non-fictional texts as well? After all, there is a lot of worldmaking going on in various media—and many of these worlds are purely imaginative, even though they purport to be accounts of facts.

Last term, I already offered a Seminar on Narrative Ways of Worldmaking, but unfortunately I had to turn down many requests for participation. Due to the specifics of online learning, moreover, a few participants decided to take this course during this winter term, which is why I offer it again. However, please note that there have been a few changes, for instance with regard to the novels we will discuss.

This term, we will discuss the following texts:

Zadie Smith, *NW* (2012); Ian McEwan, *Machines Like Me* (2019).

We will also discuss a few political speeches, ways of worldmaking in the new media, and the beginnings of a number of novels ranging from the 18th to the 20th century. Copies of these beginnings will be made available in the "Handapparat" or on Moodle.

Please sign up for this class by writing to: brigitte.brunne@as.uni-heidelberg.de.

Contemporary Drama

Prof. Dr. Schnierer: Thu, 16.15-17.45, 108

British Drama is as productive as ever. Although the commercial pressures have increased in recent years and the competition from an increasingly wide spectrum of digital media has become more fierce, there are still dozens, if not hundreds of new plays performed and published every year. We will attempt to get an overview over as many facets as possible of playwriting today. To this end, students wishing to sign up for this class are asked to nominate one play (written in the 21st century) that they would like to study. Hence there is no complete reading list yet, but you ought to have read two important predecessor texts: Samuel Beckett's *Waiting for Godot* and Tom Stoppard's *Rosencrantz and Guildenstern are dead*. Registration is open from the moment you see this. There are three steps: (1) Send a mail to me at pps@urz.uni-heidelberg.de, stating your interest in the seminar. (2) Re-affirm, by email and only once asked to do so, your willingness to attend, and suggest one play. Justify your suggestion on not more than one page. (3) attend the first meeting or make your apologies in advance.

5 Hauptseminare

Hauptseminare Sprachwissenschaft

Constructions

Dr. Isermann: Wed, 14.15-15.45, 122

This course is also listed as "Proseminar III Sprachwissenschaft." Its description can be found on page 28.

Grammaticalization

Dr. habil. Reber: Tue, 14.15-15.45, online

This course is also listed as "Proseminar III Sprachwissenschaft." Its description can be found on page 29.

Linguistic analysis

Dr. Isermann: Tue, 16.15-17.45, 108

This course is also listed as "Proseminar III Sprachwissenschaft." Its description can be found on page 28.

Models of Communication and Interaction

Priv.-Doz. Dr. Nesselhauf: Mon, 11.15-12.45, 112

This course is also listed as "Proseminar III Sprachwissenschaft." Its description can be found on page 29.

The mental lexicon

Priv.-Doz. Dr. Mollin: Wed, 11.15-12.45, 113

This course is also listed as "Proseminar III Sprachwissenschaft." Its description can be found on page 29.

Hauptseminar Literaturwissenschaft

Aspects of Historical Fiction

Prof. Dr. Leypoldt: Tue, 16.00-18.00, 114

This course is also listed as "Proseminar III Literaturwissenschaft." Its description can be found on page 30.

The Modernist Poetry and Prose of William Carlos Williams

Priv.-Doz. Dr. Peterfy: Thu, 9.15-10.45, 112

This course is also listed as "Proseminar III Literaturwissenschaft." Its description can be found on page 30.

WWW Fiction: Novels about the Digital Age

Priv.-Doz. Dr. Hirsch: Thu, 16.15-17.45, 110

Considering how profoundly the World Wide Web has altered human life since the mid-1990s, the reluctance of mainstream authors to reflect these changes seems somewhat conspicuous. Unlike teen fiction adult literature largely turns a blind eye to the sweeping effects of smart phones and social media. Yet—as always—exceptions confirm the rule. In discussing four such novels in which the internet features quite prominently, we shall explore continuities and discontinuities of fictional responses to the digital age.

Texts: Primary Sources:

- Hari Kunzru, *Transmission* (2005)
- Nick Hornby, *Juliet Naked* (2009)
- Nikesh Shukla, *Meatspace* (2015)
- Jarret Kobek, *I Hate the Internet* (2016)

Secondary Sources:

- Ingrid Hotz-Davies (ed.), *Internet Fictions*. Newcastle-upon-Tyne:Cambridge Scholars Publ., 2009.
- Anna Wegel-Heller, *Fictions of the Internet: From Intermediality to Transmedia Storytelling in 21st-Century Novels*. Trier: WVT, 2018.

“‘Rising Glory of America’: The Literature and Culture of the Early American Republic”

Prof. Dr. Schloss: Wed, 11.15-12.45, 122

This course is also listed as "Proseminar III Literaturwissenschaft." Its description can be found on page 31.

The Literature of the American Renaissance

Prof. Dr. Schloss: Thu, 14.15-15.45, 114

This course is also listed as "Proseminar III Literaturwissenschaft." Its description can be found on page 32.

Documentary Literature During the Great Depression

Priv.-Doz. Dr. Peterfy: Thu, 14.15-15.45, 113

This course is also listed as "Proseminar III Literaturwissenschaft." Its description can be found on page 32.

Narrative Ways of Worldmaking

Prof. Dr. Nünning: Wed, 11.15-12.45, 115

This course is also listed as "Proseminar III Literaturwissenschaft." Its description can be found on page 33.

Contemporary Drama

Prof. Dr. Schnierer: Thu, 16.15-17.45, 108

This course is also listed as "Proseminar III Literaturwissenschaft." Its description can be found on page 33.

6 Kolloquien

Kolloquien Sprachwissenschaft

Exam colloquium

Dr. Isermann: Mon, 18.15-19.45, 114

Colloquium

Priv.-Doz. Dr. Nesselhauf: Mon, 9.30-11.00, 112

This course intends to assist students in preparing for the final oral exam in their course of studies (both Staatsexamen and Master degrees). We will discuss the choice of suitable topics and literature and revise basic linguistic knowledge. In addition, we will cover some of the areas of specialization of the participants and practice possible exam questions.

To register, please send an email to Nadja.Nesselhauf@urz.uni-heidelberg.de. Priority will be given to those students who are registered for the oral exam with me in the following semester (in this case, no separate registration for this course is necessary).

Colloquium for exam candidates

Priv.-Doz. Dr. Mollin: Wed, 9.15-10.45, 122

Exam candidates for state examination and M.Ed. as well as M.A. degrees are invited to join the colloquium, in which we will revise key topics in English linguistics and discuss exam formalities and study strategies. All participants are expected to come to sessions prepared and to give a short presentation summarising one topic. The colloquium will take place every other week, whatever the epidemiological situation (either in the classroom or on Moodle).

To register, please send an e-mail.

Colloquium for Exam Candidates

Dr. habil. Reber: Mon, 14.15-15.45, 110

This colloquium is designed for students at an advanced level, specifically exam candidates (state examination, MA degrees), in order to help them prepare for their oral exams and choose their topics. To this end, the course will offer a basic overview of the fields of linguistic study and discuss core concepts and definitions. There will be plenty of opportunity to ask questions, practice potential exam questions and do exercises. Students are expected to do the reading questions and exercises in preparation for each class. This colloquium will be hybrid: online and if possible and permitted, on campus. Further information will be given via email prior to the course start date. Please send an email for registration (starting from 1 Sept.), indicating the course title and your study program. An email-address will be provided on "Aktuelles" as soon as possible. Texts: The relevant reading will be made available on Moodle.

Research Colloquium

Prof. Dr. Kleinke: Thu, 18.15-19.45, 110

This seminar is aimed at students at the end of their *Hauptstudium* who are planning to write a *BA*-, *Master*-, *Staatsexamens*- or *Magisterarbeit* in English (or those who have already started to work on a project). It offers writers of theses and dissertations a forum for presentation and discussion of their work-in-progress. In addition, we will be looking at how linguistic projects are best organized and discuss current research issues including both methodological and theoretical concerns wherever possible.

Please register for this class during my office hours **and** via email at anmeldung.kleinke@as.uni-heidelberg.de as well as sonja.kleinke@as.uni-heidelberg.de (please send your email to both addresses).

Texts: A detailed seminar plan will be provided before the first session via e-mail.

Exam Colloquium

Prof. Dr. Kleinke: Thu, 11.15-12.45, 110

Die Veranstaltung wendet sich an Studierende des Hauptstudiums und vor allem an Examenskandidaten (Staatsexamen, Master, Bachelor). Sie gibt ihnen Unterstützung bei der Auswahl und Vorbereitung von Wahlgebieten für das Examen. Im ersten Teil jeder Sitzung werden überblicksartig die einzelnen Teilbereiche der Linguistik dargestellt und diskutiert. Im Anschluss daran werden jeweils Fragen beantwortet, die in Examina vorkommen könnten, und entsprechende Übungsaufgaben gelöst. Die jeweiligen Übungen und Aufgaben sind für jede Sitzung vorzubereiten.

Anmeldung für das Kolloquium über E-mail: anmeldung.kleinke@as.uni-heidelberg.de

Texts: Kortmann, Bernd (2005): *English Linguistics: Essentials*. Berlin. Cornelsen. (Zur Anschaffung empfohlen).

Weitere Literaturhinweise in der ersten Sitzung.

Kolloquien Literaturwissenschaft**Examenskolloquium**

Prof. Dr. Leyboldt: Mon, 16.15-17.45, 112

This colloquium is intended for exam candidates, and it offers a forum for discussing and presenting examination topics, independent studies, and outlines of M.A. or Staatsexamen theses.

Kolloquium

Prof. Dr. Schnierer: Mon, 14.15-15.45, 115

Diese Ankündigung ist auf Deutsch, aber das Kolloquium wird beide Sprachen in ihr Recht setzen. Es soll der Vorbereitung auf Staatsexamina und Masterprüfungen dienen und wird sich demnach an Ihren Themen, insbesondere denen Ihrer mündlichen Prüfungen orientieren. Ein mock exam ist ebenso geplant wie die individuelle Beratung bei der Konzeption Ihrer Prüfungsthemen. Anmeldung ab sofort per Email: pps@urz.uni-heidelberg.de

7 Oberseminare

Research in English Literary Studies: Problems, Theories, Methods and Examples

Prof. Dr. Nünning: Tue, 14.00-16.00, 116

This seminar is intended for doctoral students focusing on English Literary Studies. Here, we will discuss both basic problems that are likely to arise when writing a dissertation in this field and selected theories and topics relevant to the participants' projects.

Please register personally with me during my office hours.

Oberseminar

Prof. Dr. Schnierer: Thu, 18.15-19.45, 115

Dieses Oberseminar steht vorrangig Studierenden offen, die Qualifikationsschriften jenseits der Bachelorstufe verfassen: Zulassungsarbeiten, Masterarbeiten und Doktor-Dissertationen. Wir werden uns, ausgehend von Ihren Forschungen, mit aktuellen Problemen der Literaturwissenschaft beschäftigen und dabei auch die Literaturproduktion der Gegenwart verfolgen. Anmeldung ab sofort per Email: pps@urz.uni-heidelberg.de

8 Fachdidaktik

Fachdidaktik im BA

Fachdidaktik im BA—erste oder zweite Semesterhälfte

Wesch: Mon, 11.15-12.45, online

Der Kurs verfolgt die Vermittlung curricularer Grundlagen des Englisch-Unterrichts am Gymnasium. Hierbei stehen der Bildungsplan 2016 und die darin ausgewiesenen Leitperspektiven im Zentrum, wobei die Bildungsstandards der Kultusministerkonferenz sowie der Gemeinsame Europäische Referenzrahmen für Sprachen als Basis für modernen Fremdsprachenunterricht ebenfalls behandelt werden.

Die Qualifikationsziele sind die Sensibilisierung für zentrale fachdidaktische Fragestellungen sowie die Kenntnis theoretischer Grundlagen eines kompetenzorientierten und kommunikativen Fremdsprachenunterrichts.

Erwartet werden regelmäßige Anwesenheit, aktive (u.U. digitale) Teilnahme, eine schriftliche Reflexion am Ende des Kurses.

Der Kurs umfasst 6 Sitzungen, die an folgenden Terminen, entweder in der ersten oder in der zweiten Semesterhälfte, stattfinden:

9.11./16.11./23.11./30.11./7.12./14.12.2020

ODER

11.1./18.1./25.1./1.2./8.2./22.2.2021

Einführung in die Fremdsprachendidaktik

Koeppel, online.

Weitere Details [siehe LSF](#).

Fachdidaktik 1 im M.Ed.

Didactics & Methodology I

Mußmann: Mon, 9.15-10.45, 115

In this course, we are going to link the theory of didactics/ methodology—also referring to current issues & guidelines—to its use at school, starting with central aspects of teaching English today, such as vocabulary, grammar, communication/ speaking & texts. Practical, hands-on material will be presented, evaluated & compiled by participants of this course.

Depending on students' experience & interest, we're then going to work in more detail on one of these aspects or delve into an additional one (e.g. methods furthering students' communication skills, ways to prepare a unit on a book/film or intercultural competence).

Requirements: active participation & term paper

Fachdidaktik 2 im M.Ed.

Working with literature—How to deal with plays at high school

Mußmann: Mon, 11.15-12.45, 115

Preliminary note: *This course is part of a cooperation ('Verschränkungsmodul') with Prof. Schnierer's 'Hauptseminar' on drama. Hence, it is highly recommended to take this class (Didactics II, Master of Education) along with the 'Hauptseminar' on drama this semester.*

Course description: After a general introduction and an overview of how to work with texts, we're going to pursue a practice-oriented approach and, based on methodological/ didactic theories, look at how to deal with literature and, specifically, (modern/ contemporary) drama at high school.

In this context, the main goals of our guidelines ("Bildungsplan" 2016), i.e. furthering students' cultural & communicative competences on different levels, are taken into account.

Texts:

Please pick 2 of the following 3 (short) plays and read them before the beginning of term, using the editions named:

- Brian Clark, *Whose Life Is It Anyway?*, Cornelsen 2019 (5. Druck; ISBN 978-3-06-033031-7)
- Anthony Horowitz, *Mindgame*, Klett 2018 (ISBN 978-3-12-575214-6).
- Neil Labute, *The Shape of Things*, Cornelsen 2020 (2. Druck; ISBN 978-3-06-036143-4)

Further material: Cf. Prof. Schnierer's "Hauptseminar" on drama.

Registration: via Email; *first come, first served* J

Requirement: regular attendance, active participation & term paper

Language Assessment Literacy—An Online Course for (Future) Teachers

Prof. Dr. Vogt: Block: Fr., 02.10., 14-20; Sa., 03.10., 9-17; Sa., 17.10., 9-16; Sa., 14.11. 9-16

In this course, we are going to explore fundamental issues in assessment in general and classroom-based assessment in particular. Starting with basic concepts of assessment, we will cover all relevant aspects of assessment by way of introduction in an online format. Out-of-class assignments will consist of short and sweet units on different aspects of assessment which will be evaluated and analysed in plenary. Besides, a guest lecture with Prof. Bassey Antia is planned on multilingual assessment. The course will use cutting edge results from the award-winning ERASMUS project TALE (Teachers' Assessment Literacy Enhancement).

Teaching EFL through Tasks

Prof. Dr. Müller-Hartmann: Do 16.00-18.00, PH-A 125

TASK-supported language learning and teaching (TSLL) is an approach to the design of language courses in which the point of departure is not an ordered list of linguistic items, but a collection of tasks. Tasks provide a meaningful purpose for the use and learning of language other than simply learning language items for their own sake. TSLL is not only one of the major approaches to language teaching worldwide it is also the approach which has been researched the most during the last 20 years.

In the seminar we will look at

- different concepts of task in language teaching and learning
- research into language teaching and consequences for task design
- recent practical approaches to task-based teaching

The seminar will integrate a discussion of theoretical concepts and practical ways of working along the lines of the task-based approach. We will look at video data from different language classrooms to understand the process of TSLL. This class is especially well-suited as a preparation for the ISP.

Credit requirements: active participation, ongoing reading tasks to prepare sessions, analyzing tasks in EFL textbooks.

Material for the class: You will need to buy the following book for this class before the first session of the class: Andreas Müller-Hartmann & Marita Schocker-von-Ditfurth (2011). *Teaching English: Task-Supported Language Learning*. Stuttgart: UTB (22,90 €).

Task: Please copy the storybook "The Gruffalo" (You find it in Frau Holweck's office A115. You can also order it via www.amazon.de) and develop 7-10 tasks for teaching the story. Please send your tasks to my e-mail account (Andreas.Mueller-Hartmann@ph-heidelberg.de).

How to sign up for this class:

Students wishing to participate in this class must sign up using stud.ip. Once your name appears on the attendance list, you need to start working on your preliminary task (see above) and hand it in by September 20th, 2020.

American Regionalism—The Nine Nations of North America?

Prof. Dr. Müller-Hartmann: Do 14-16.00 PH Heidelberg

The United States are made up of a number of quite distinct regions. Joel Garreau argues that there are nine of them, such as the Southwest which he calls "Mexamerica, a nation within a nation." Americans' identity is formed by the place and with that the region they grew up in and it is important to understand the specifics of these regions to begin to understand how American functions.

In the course we will look at the historical developments in the various regions and how they relate to each other. While the Southwest has been heavily influenced by the fact that it was Indian, Spanish and then Mexican in former times, and is now still characterized by heavy immigration from Central and South America, the South or 'Bible Belt' has had a distinct history that set it off against the rest of the U.S. during slavery times, the Civil War and the Civil Rights Movement in the 20th century, but which has recently been characterized by strong migration movements from all over the U.S. and abroad due to its having become an economic powerhouse. And there are other regions, such as "Ecotopia" or "The Empty Quarter".

In the seminar we will look at the representation of the different regions in text and film, we will discuss how they are being represented in EFL textbooks and we will find out how we can teach this regional and with it ethnic diversity in the foreign language classroom on the basis of tasks.

Task: Please, comment on the following two questions (1-2 pages):

1. If you had to teach American cultural studies to an 8th grade how would you go about it? What would be parameters you need to consider? You can take any region in the U.S. as a possible topic.
2. Comment about your own experience with any of the regions in the U.S. Which films have you watched, which books read that deal with this region? Which region(s) have you visited? What were your experiences that made that/those region(s) specific?

Please send your suggestions to my e-mail account at the latest by September 30th, 2020. (Andreas.Mueller-Hartmann@ph-heidelberg.de).

How to sign up for this class:

Students wishing to participate in this class must sign up using the stud.ip platform once the classes have been set up. Once your name appears on the attendance list, you need to start working on your

preliminary task (see above) and hand it in by September 30th, 2020.

Fachdidaktik 3 im M.Ed.

Wesch: 20.1.2021, 9.30-16.00, tba.

Diese eintägige Veranstaltung ist die zweite von zweien, die das Schulpraxissemester im M.Ed. begleiten.

In diesem Teil werden die Erfahrungen der Studierenden aus dem Schulpraxissemester gemeinsam ausgewertet und reflektiert. Besondere Beachtung findet die interkulturelle kommunikative Kompetenz, die in Theorie und beobachteter Praxis beleuchtet und diskutiert wird.

9 Sprachpraxis

Pronunciation Practice

On the basis of theoretical phonetic and phonological knowledge, in this course students will learn how to further approach one of the two major standards of English pronunciation. The course will cover the phonemic as well as the suprasegmental and phonotactic levels. Special attention will be paid to typical L1 interference patterns such as an overuse of glottal onsets or the absence of pre-lenis lengthening.

It is recommended that this course should be taken in the same semester as the phonetics lecture (Introduction to Phonetics and English Phonology)—alternatively, in the semester after the lecture. The credit that you receive for passing this class equals the so-called “Aussprachetest.”

You need to sign up online for either British English (BE) or American English (AE) classes before the start of the semester in order to obtain a place. Please note that you will lose your place in this course if you do not attend the first session (N.B.: courses start in the first week of the semester).

Pronunciation Practice American English

S. Isaak	Fri, 15.00-15.45, 110
S. Isaak	Fri, 16.00-16.45, 110
S. Isaak	Fri, 17.00-17.45, 110
S. Isaak	Fri, 18.00-18.45, 110

Pronunciation Practice British English

Course details unknown at editorial deadline. Please see [the online catalogue](#) for recent updates.

Tense and Aspect

The aims of this course are twofold: to help you use tense and aspect correctly, and to help you identify typical errors and explain your corrections.

K. Pfister	Tue, 9.15-10.45, 108
K. Pfister	Tue, 11.15-12.45, 108
C. Burlingame-Goff	Wed, 9.15-10.45, 108
C. Burlingame-Goff	Wed, 11.15-12.45, 108
C. Burlingame-Goff	Wed, 16.15-17.45, 108
K. Pfister	Thu, 9.15-10.45, 108
K. Pfister	Thu, 11.15-12.45, 108
D. O'Brien	Thu, 14.15-15.45, 108
D. O'Brien	Fri, 9.15-10.45, 108

D. O'Brien Fri, 11.15-12.45, 108

Structure and Idiom

This course is intended to be taken after Tense and Aspect and Essential Skills for Writing. The course deals with contrastive problems for native speakers of German, concentrating, typically, on problems of grammar rather than vocabulary. Typical problem areas are: conditionals, modality, reported speech, adverbs/adjectives,

gerund/infinite and word order.

B. Gaston Mon, 9.15-10.45, 108

B. Gaston Mon, 16.15-17.45, 115

D. O'Brien Tue, 11.15-12.45, 115

D. O'Brien Tue, 14.15-15.45, 114

D. O'Brien Tue, 16.15-17.45, 122

B. Gaston Thu, 9.15-10.45, 115

Essential Skills for Writing

This is a pre-essay-writing course in which you will learn to compose well-structured and varied sentences. The course will deal with coordination and subordination, non-finite and verbless clauses, relative clauses and the noun phrase, and thematization. Emphasis will be placed on both analysis and production. Exercise types will include error detection and correction and elementary paragraph production.

BA students should have passed Tense and Aspect to register for this course!

K. Henn Tue, 14.30-16.00, 113

K. Henn Tue, 16.30-18.00, 116

K. Henn Wed, 14.30-16.00, 116

K. Henn Wed, 16.30-18.00, 116

D. O'Brien Thu, 9.15-10.45, 122

Description and Narration

The intention of this course is to enable students to understand and produce descriptive and narrative texts. We will be dealing with a wide variety of texts and styles of language but concentrating on fiction.

Translation into German

Gunkel: Thu, 9.15-10.45, 110

Gunkel: Fri, 9.15-10.45, 122

This course provides you with the tools necessary to translate a variety of literary texts in such a way that the German version produces as much of the spirit and effect on the German audience as the original does on the native English reader. You will learn the shortcomings of a word-by-word translation. Even sentences cannot be viewed in isolation from the paragraph, and the paragraph in turn is embedded in the text. Consequently, we will have to acknowledge these textual relationships and base our choices on a thorough literary and linguistic analysis of the original.

Course requirements: a) steady attendance and active class participation (regular homework assignments to be handed in) b) an entry exam, a mid-term mock-exam, a final in-class translation and a group project.

Pre-requisites for this course: Tense and Aspect, Essential Skills for Writing, and Structure and Idiom

Exposition and Argumentation

The intention of this course is to enable students to understand and produce expository and argumentative texts, that is to say, texts that describe, explain, argue and persuade. We will be dealing with a wide variety of written texts and styles of language, but concentrating on non-fiction (to distinguish this course from "Text Types: Description and Narration").

Journalistic Writing for Different Audiences

Gaston: Tue, 14.15-15.45, 112

In this Exposition and Argumentation course we will be analysing how different types of English newspapers use language to present information and advance their political stance and point of view depending on their readership.

Pre-requisites for this course: Tense and Aspect, Essential Skills for Writing, and Structure and Idiom.

Formality and Concision

Henn: Thu, 14.30-16.00, 116

One of the greatest challenges facing German writers of English texts is that of concision: expressing ideas clearly without using more words than necessary. This course shows you how to do that.

Assessment: two assignments to be completed outside class.

Prerequisites: Tense and Aspect, Essential Skills for Writing, Structure and Idiom. This course is not appropriate for BA25% students.

The course will take place online, on Moodle, throughout the semester.

Texts for Different Readerships

Henn: Thu, 16.30-18.00, 116

The aim of this course is to help you enhance your sensitivity for the appropriate register for a particular readership, express complex information in stylistically appropriate and clear language, and develop a precise, concise English writing style that you can call your own.

Prerequisites: Tense and Aspect, Essential Skills for Writing, Structure and Idiom. This course is not appropriate for BA25% students.

You are expected to have spent a year abroad before taking this course. If you are coming straight from Structure and Idiom, please opt for Formality and Concision instead.

Both courses will be taught exclusively online, on Moodle, throughout the semester.

English in Use

Professional Presentation of Research

Gunkel: 21.11., 28.11., 19.12.2020, 16.1.2021, Raum: AS 110; ; **Please register by email. (This course is not available through SignUp).**

KISS (Keep It Short and Simple) aims at developing your confidence and clarity when delivering presentations in English for different professional settings. You will learn phrases typically used to get started, to make transitions, to refer to slides, and to end your presentation effectively. You will learn also how to chair meetings or conferences effectively by applying powerful moderation techniques for utilizing the competence of all participants within a productive atmosphere. This course is suitable for both beginning teachers and young professionals in any field.

Assessment: two 5-minute presentations; and one 15-minute end-of-term presentation. Participants are expected to chair and/or participate in a mock meeting and give constructive impromptu feedback to their fellow students.

Requirements: PowerPoint/Keynote/heiCONF

Style and Meaning

Henn: Thu, 11.15-12.45, 112

This course helps you get your meaning across in stylistically appropriate written English. You will be looking at and producing a range of genres including business emails, blogs, instructions and notices of various kinds. The course is intended for students doing English Studies / Anglistik as 25% of their BA.

This course will take place online, on Moodle, throughout the semester.

Successful Communication Across Cultures

Gunkel: Thu, 18.15-19.45, 113

English is the world's lingua franca, and proficiency in the language makes it easy to believe that the messages we share in a global context are clearly understood ? a belief which can be deceiving. Successful communication depends on more than language alone; we risk misunderstandings, puzzlement and dissonant emotions unless we also take cultural differences into account. This course, then, offers an introduction to the basic issues which impact communication across cultures.

Drawing on material from a variety of languages and cultures, we will explain and exemplify linguistic aspects of communication across cultures, including pragmatics, discourse analysis, politeness studies and cross-cultural communication.

By the end of this course, students will understand how their own socio-cultural expectations of language shape their interpretation of meaning in various ways. Students will be able to apply linguistic principles to transcultural communication in business and global contexts.

Assessment: one 10-minute presentation on a topic to be selected within the first three weeks of class. Participants are expected to be familiar with heiCONF.

Advanced English in Use

The Language of Newspapers

Gaston: Mon, 11.15-12.45, 108

In this course we will be investigating, analysing and reproducing the various styles of English found in the whole range of British newspapers, from tabloids to broadsheets.

Pre-requisites for this course: Tense and Aspect, Essential Skills for Writing, and Structure and Idiom.

Translation into German

Gunkel: Thu, 9.15-10.45, 110

Gunkel: Fri, 9.15-10.45, 122

This course is also listed as "Description and Narration." Its description can be found on page 46.

Formality and Concision

Henn: Thu, 14.30-16.00, 116

This course is also listed as "Exposition and Argumentation." Its description can be found on page 46.

Texts for Different Readerships

Henn: Thu, 16.30-18.00, 116

This course is also listed as "Exposition and Argumentation." Its description can be found on page 47.

Tense and Aspect for Repeat Students

Only students who have failed Tense and Aspect in a previous semester may register for this course. Students in the Repeat Course will be asked to approach the learning materials with more self-reliance than in the original course. They will be expected to review the Tense and Aspect handouts and formulate questions for class discussion as homework. Class work will then consist of in-depth discussion of typical mistakes and exam type exercises.

C. Burlingame-Goff Tue, 9.15-10.45, 110

C. Burlingame-Goff Tue, 11.15-12.45, 110

Structure and Idiom for Repeat Students

Structure and Idiom for Repeat Students

Gaston: Mon, 14.15-15.45, 108

Only students who have failed Structure & Idiom in a previous semester may register for this course. Students in the Repeat Course will be asked to approach the learning materials in a more self-reliant way, especially in analysing and correcting their own translation mistakes. Class work will also consist of error detection & correction exercises using longer, more idiomatic texts than those typically set in the exam, and of a more in-depth look at some topics only dealt with briefly in the first course.

Essential Skills for Writing for Repeat Students

Essential Skills for Writing for Repeat Students

Dr. Föhr: Wed, 11.15-12.45, 110

Dr. Föhr: Wed, 14.15-15.45, 110

This course is only open to students who failed Essential Skills for Writing. **It will be a hybrid course with both on-line and face-to-face sessions.**

The class focuses on paragraph writing as it requires mastery of all of the skills covered in Essential Skills for Writing. It is structured as a series of workshops on various aspects of paragraphing, such as finding a good topic sentence, organizing information logically and making connections between ideas explicit. You will be provided with several paragraphing exercises each week in addition to worksheets covering specific problem areas. We will spend a substantial amount of each class period going over your homework and doing exercises, so it is important that you come to class prepared.

None of the assignments you submit for class will be graded; your grade for the course is the grade you receive on the final exam. Every assignment you turn in will, however, receive detailed feedback aimed to help you identify your weaknesses and improve your skills.

Please note: it is highly recommended that you attend a regular section of Essential Skills for Writing in addition to this course. Although the skills required for error correction and detection, non-finite clauses and relative clauses are necessarily also those required for paragraph writing, we will not focus on practicing those sections of the exam.

10 Ethisch-Philosophisches Grundstudium

The Harlem Renaissance in Word and Image

Priv.-Doz. Dr. Peterfy: Wed, 9.15-10.45, 112

This course is also listed as "Proseminar II Literaturwissenschaft." Its description can be found on page 23.

Narratives of Contagion: Pandemic Storytelling from the Middle Ages to the Twenty-First Century

Sommer: Fri, 10.00-12.00, 113

This course is also listed in these categories: Proseminar II Literaturwissenschaft, Proseminar II Kulturwissenschaft/Landeskunde. Its description can be found on page 24.

11 Sonstiges

Tutorium Linguistische Analyse

Isermann: Fri, 10:15—11:45, 114

The tutorial is recommended for participants in the Advanced Seminar Linguistic Analysis, but can also be taken independently for credit in the Wahlmodul. The aim is for students to acquire skills in basic linguistic analyses and to develop strategies and routines that help them cope with linguistic problems of all sorts. Exam candidates welcome.

Film and Society

Burlingame-Goff: Wed, 18:30—21:30, 108

Film and society will be meeting on-line and in-person this semester.

One week we will gather in the department to watch and discuss the work of a notable individual active in television/film and/or theater. The following week we will interview the artist on HeiConf.

Artists scheduled for WS 2020-2021 include: Bryan Cogman (screenwriter: *Game of Thrones*); Jonathan Tucker (actor: *The Virgin Suicides*, *The Texas Chainsaw Massacre*, *Charlie's Angels*, etc.); Kevin Fitzgerald Corrigan (actor: *Goodfellas*, *The Departed*, *Superbad*, *Pineapple Express*, etc.); and Zach Stentz (screenwriter: *X-Men: First Class*, *Thor*, and *Agent Cody Banks*).

Creative Writing

Bews: Thu, 18:15—19:45, 112

This course is for those who enjoy writing and are prepared to listen to peer criticism. All texts are welcome, from poems to plays to blogs, to short stories, to chapters of novels etc. It is, naturally, also a wonderful way to improve your English, which will be corrected. Students from all semesters—and beyond—participate, so don't be shy. We generally continue discussion after class in a pub, so please don't expect to be finished at 7.45 pm prompt!

Reading Off Canon

Elstermann: Thu, 16.15-17.45, 112

Even as we are rethinking the concept of an established literary and cultural canon, many voices remain unheard. This includes stories by women, Black people and People of Colour, queer, non-binary, trans*, disabled, mentally ill people, people from the working class, and people and stories that do not conform to certain social norms. In this course we want to motivate ourselves to read diverse literature and to actively center voices especially from the margins and intersections of different groups. Together, we want to discuss those books which allow us a glimpse into experiences others than our own, learn to listen to those stories, and slowly but surely diversify our shelves.

Over the course of the semester, we will read up to four novels and take our time to discuss them, learn about their authors and the context they were written in, and occasionally supplement our discussions with relevant theory. We will start out with *The Deep*, a novella by Rivers Solomon, and choose further reading together after the start of term.

You do not have to be well-versed in matters of marginalisation, representation, or intersectionality to be part of this reading group. Everybody is welcome, as long as you are interested in reading and discussing diverse literature.

This is first and foremost a student-led initiative, and we aim for a non-hierarchical environment that facilitates open discussion and leaves ample room for your suggestions and input. Staff involvement is thus primarily for organisational purposes and support. In that vein: If you are interested in participating,

please send an email to annika.elstermann@as.uni-heidelberg.de by 15 October—with reading suggestions, if you have them. If you already know, indicate whether you need credit points for this course.

Texts: Before the start of term, please read *The Deep* (Rivers Solomon et al.). Additional texts will be selected after the start of term.

Representation and Social Action

Burlingame-Goff: Thu, 18:00—20:30, 122

In this course, we will be reading and preparing for interviews with activists fighting for representation in under-represented communities including, but not limited to, black rights, disabled rights, gay rights, indigenous rights, transgender rights and women's rights.